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VOCATIONS

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THE U. S. COAST GUARD

C. W. BERK

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HOLDING WHEAT, INDIAN FIGURE ON OPPOSITE SIDE
HOLDING CORN. BACK COVER—CHICAGO BOARD OF TRADE
AT THE HEAD OF LASALLE STREET

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CHICAGO—WORLD'S GRAIN MARKET

F. C. BISSON¹

BOARD OF TRADE OF THE CITY OF CHICAGO

THE Chicago Board of Trade, the oldest and the largest grain exchange in the world, has had a long and colorful history. It covers a span of better than a full century, starting in 1848 when Chicago was still in its swaddling clothes and long before that sprawling little village of rude log cabins and wigwams, located at the junction of the Chicago River and Lake Michigan, gave much promise of becoming the metropolis that it is today. The Chicago River ran into Lake Michigan in those days; today it runs out of it. Just as the course of that stream has been completely changed, so has the method of marketing grain.

A little more than a century ago growers of grain were largely dependent upon an unstable and very unpredictable set of circumstances in the marketing of their product. By the middle of the nineteenth century, the western prairies were fairly well along in the process of being "broken" and turned over to the production of both wheat and corn. Grain was hauled into Chicago by ox team over rough, muddy roads, many of which could hardly be dignified by a name better than that of a trail. When the grain finally did arrive at the market-place an immediate buyer might be found, but more than likely none would. Some of the dealers in those days were quick to recognize that the grower would be in no mood to haul his grain back to the farm in case he were offered a relatively low price. Consequently, this situation put the seller at a great disadvantage. Besides, there were no proper mechanical methods by which to determine either the quantity or the quality of the grain offered for sale. In other words, the farmer seller had no choice other than to take the word of the buyer as to the weight or the grade of the grain offered. Furthermore, even though the

buyer were in a position to purchase the grain he was handicapped by lack of adequate storage space. At that time there was no railroad in Chicago by which to move the accumulated grain eastward into consuming channels, hence the operators of the warehouses were dependent entirely upon sailing vessels as a means of transportation. These vessels sometimes left stranded because of an off-shore wind were often unable to make their way into the mouth of the Chicago River and thence to the loading piers where the sacked grain was waiting for them.

Some idea of just how provincial Chicago was at the time might be gleaned from a review of some of the village ordinances, which provided, among other things, fines for permitting pigs to wander in the streets or horses to race there; prohibited the promiscuous use of firearms within the village limits; and banned the stacking of hay inside of what is now known as the "loop."

The first record of any wheat being shipped out of the port of Chicago by any means other than by sailing vessel shows that 78 bushels were cleared to Buffalo on the first steamboat that was launched on Lake Michigan in 1838. By contrast, the largest amount of grains of all kinds ever shipped out of Chicago in any one year by rail and water combined was in 1914, the first year of World War I, when a total of 282,800,000 bushels was shipped. By 1842 warehouse receipts issued by local grain elevators began to be used as negotiable "legal tender" in settlement of "tabs" held by local merchants covering the purchase of cotton goods, groceries, and other staples which the farmer may have purchased during the crop growing season.

The urgent need for better transportation, both in and out of Chicago, became

¹Director of Marketing Research



Trading Floor Showing Oat, Soybean, Corn, and Wheat Pits

increasingly apparent with the passing of time. In 1842, a start was made to build either plank or macadamized roads over which wheat and other grains might be brought into this growing market place. Old records tell us that not infrequently, and especially when the price for grains was relatively low, the gross receipts from the sale of an ox-drawn cartload of wheat would just about offset the cost of feeding the motive power that hauled it into the market place and the wages of the driver.

ORGANIZATION

It was indeed an occasion of more than historic import, one of great economic significance as well, when thirteen pioneer merchant firms of Chicago held an informal meeting on March 13, 1848, to

take preliminary steps for the formation of an organized market place.

It so happened that late during the same decade, Cyrus McCormick invented the grain reaper, the forerunner of the giant combines which now cut and thresh the growing grain right in the fields, after having worked for years on its invention on the mechanical principle. The laborious and time-consuming work of cutting the ripened grain with sickles and scythes, and the back-breaking job of tying the straw into bundles in preparation for the stacking and curing processes were thereby totally eliminated. This in turn gave growers the incentive that they needed to break the sod of the fertile midwestern prairies in increasing acreage for greater and greater production of wheat and other grains. This

necessarily brought into much sharper focus the dire need for greatly expanded marketing facilities. With the production rate stepped up at such a terrific pace, and with no compensating broadening in marketing facilities, an enormous bottleneck would have been created which would have negated all of the good arising from the invention of the McCormick reaper and binder. Then actually, instead of the latter being a blessing, it would have been a deterrent. It would have been a case of too much grain and no place to go with it. Hence, the organization of the Chicago Board of Trade and the invention of the reaper, coming simultaneously, were the dynamic forces which revolutionized American agriculture.

On April 3, 1848, with the backing of a total of 82 individual members, the first formal meeting of what was destined to become by far the world's largest grain

exchange was held in a flour and feed store at a location which today would be near Clark Street and Wacker Drive. The yearly rental for those quarters was \$110. At that time, history tells us, there were no rigidly scheduled hours for the opening and the closing of trading at the new exchange. Trading in grain of necessity was at first entirely confined to the purchase and sale right from the farmers' wagons or oxcarts, or in somewhat larger lots from interior grain dealers who had shipped the wheat or corn into Chicago by canal boat.

As a prelude to the thought behind the creation of this organization which was destined to far over-shadow its humble beginning, it is interesting to note the statement of principles which preceded its constitution and by-laws:

To maintain a commercial exchange.....to promote uniformity in the customs and usages



Soybean Pit

of merchants.....to inculcate principles of justice and equity in trade....to facilitate the speedy adjustment of business disputes.....to acquire and disseminate valuable commercial and economic information....and generally secure to its members the benefits of co-operation in the furtherance of their legitimate pursuits.

NEW METHOD OF GRAIN MARKETING

This new departure in grain marketing, the providing of a central point of exchange, was readily accepted. Instead of being compelled to drive their travel-worn animals to dozens of different places along the River and Lake front, the farmers met all of the prospective buyers in one place, where they made offers and received bids. While it is true that dealings in the beginning were of the type that involved mostly actual "spot" grain, grain that was right there, that could be measured and gauged as to quality as well as quantity, it was not long before purchases and sales of grain for delivery at some later date were being made. These were known then as now as "to arrive" transactions, to distinguish them from deals involving grain actually on hand. Such transactions were the forerunners of what in later years became grain "futures contracts." It is believed that futures trading began about 1858. However, since some of the records of the Exchange were destroyed in the Chicago fire of 1871, the exact date is unknown.

With the passing of time, changes took place regarding the number of memberships in the Chicago Board of Trade; once there were about 2,000 persons, but since then the number has been decreased very appreciably. Currently the total is 1,422 members. While there were many changes in the manner of conducting business on the Exchange, basically there has been no change in the matter of qualifications for membership. At the time that the Exchange was formed in 1848, as now, membership was limited to the male sex, the minimum age limit being twenty-one years. New members of the Board of

Trade must also meet rigid standards of moral and financial responsibility.

THE CASH GRAIN MARKET

At a large terminal market like the Chicago Board of Trade there are virtual two markets which, although separate entities, are very dependent for their successful operation upon each other. These are the "cash grain" and the "futures" markets. There is nothing difficult to understand about trading in what is known as cash grain anymore than trading in any other commodity or article. At any roadside market or corner grocery store you find that the proprietor has his wares displayed for sale. Now it would be highly impractical for a grain dealer to display whole carlot of wheat, corn, or whatever the grain happened to be. Instead, he has a small, thoroughly representative sample of each car that he is offering for sale. These samples are contained in small paper bags on which are shown data giving the car number and initial, the official grade that has been placed on that particular lot, and the details incidental to the assessment of that official grade, such as the weight per bushel, the moisture percentage content, foreign material, damaged kernels, and such other germane information of interest to a potential buyer. This enables both buyers and sellers to appraise the value of the grain. The samples weigh only slightly more than one pound each. In many instances, the carlot from which they have been secured amounts to as much as 2,000 bushels. In other words, the sample may be only 1/120,000 of the entire amount of grain which it represents. Samples are drawn by means of a long brass tube which is pushed down through the grain in the car. The tube has slots or openings along one side through which grain enters and permits a sample to be drawn that shows the character of the grain all the way down from the top to the bottom. Five such "probes" are made of each lot of grain from five different sections of the car. These are mixed together so as to provide a

average sample." The entire sample, weighing about four pounds, is brought into the Illinois State Grain Inspection Department office for laboratory analysis. This sample is then "split down" by means of a mechanical device called a "divider," which device makes an absolute division into equal parts. For instance, a four pound sample can be cut down to two samples of two pounds each, with each half showing exactly the same characteristics as the other one. In turn, those two-pound samples can be reduced still further to four lots of one pound each, etcetera.

As a "check" against the official samples, the Chicago Board of Trade maintains a department of its own, although determinations made by them do not carry official status. However, they are very essential in assuring both the buyers and the sellers of the accuracy of the grade

which has been given to that particular lot of grain by the official inspector. In Chicago, the official sampling and grading is done by the Illinois State Grain Inspection Department, whose inspectors are all functioning under and licensed by the United States Department of Agriculture.

Just as with any other commodity, when the "run" of cash grain into the terminal markets is a heavy one and there is more of it on track than can be sold readily, the grain commission merchants who represent the country grain shippers move around with their samples from table to table among potential buyers, securing bids. On the other hand, when the movement into market is relatively light, it is the buyers representing mills, elevators, merchandisers, and exporters who must thoroughly canvass sellers for



Busy Morning in Cash Grain Department

their grain needs. It very seldomly occurs that a buyer and a seller of grain "get together" on the matter of price immediately. A lot of bargaining is necessary; the buyer naturally trying to secure the grain at the figure most advantageous to his principal and the commission merchant seeking to get the very best possible price for the country grain shipper whom he represents.

THE FUTURES MARKET

Rarely do the buyer and the seller of a lot of grain settle immediately on what might be called a flat price, such as is done when there is bargaining for a carlot of produce such as lettuce, watermelons, or strawberries. Instead, the price that is agreed upon is one which is very definitely "tied to" the futures price for the kind of grain that is involved in the transaction. In other words, the price agreed upon is generally "so much over" or "so much under" the futures price at the actual moment of the completion of the cash grain deal.

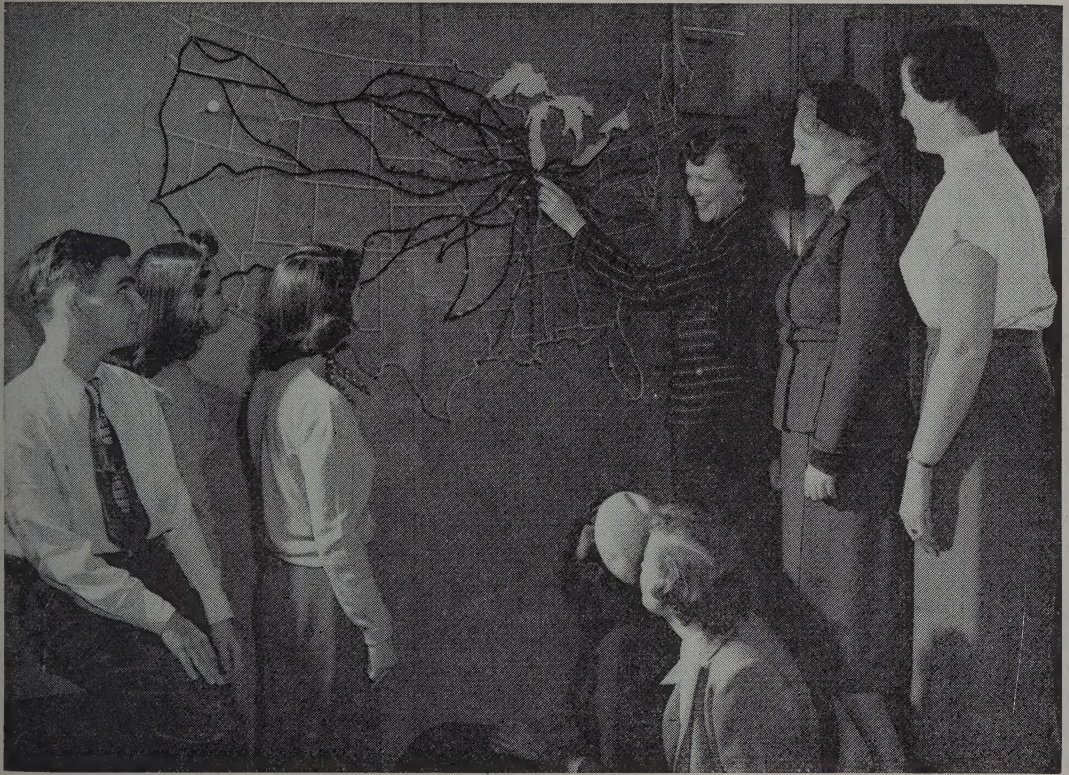
In an effort to simplify the explanation, let us suppose that it is now October and that wheat for December delivery is selling at \$2.50 per bushel. The buyer knows what he can pay for that particular car, relative to the futures or December price. Let us say that he can pay a premium of two cents per bushel on the basis of the better quality of the particular carlot and in view of the urgency with which he needs it. Rather than bid a flat price of \$2.52 for it, he bids "two cents over" the futures level at the moment. Although the end result may appear to be the same in that the buyer pays and the seller gets \$2.52 per bushel for the carlot of wheat, basing of the cash grain price relative to the current price for the December wheat future is desirable because of the fact that owners of cash grain wish to "price insure" their inventories. This is done through the medium of the futures market and that operation is known as hedging.

HEDGING OR PRICE INSURANCE

Many years ago, Webster chose to define the term "hedge" as "to protect," and he went on to amplify that definition by saying that it is much the same as "building a hedge or fence as a protective measure around one's home." The purchase of insurance protects a home owner from losses arising from fires, floods, and the like. Now anyone who owns grain, all the way down the line from the farmer who grows it to the processor who mills it into flour, feed, etcetera, always runs the risk of a price decline in the value of grain while it is in his possession; that is, he does unless he has bought a certain type of price insurance which minimizes the dangers of inventory losses which might arise from a decline in the market price. Likewise, a processor necessarily needs grain to fill an order for flour sales. He is interested in protecting himself against a price advance in the raw commodity before he is able to secure as much grain as he requires for milling to satisfy his forward commitments. Those types of protection are secured by either the purchase or the sale of a commensurate amount of grain futures in accordance with whichever type of protection he needs, protection against a price decline or a price advance.

Let us assume that on October first a miller had bought 5,000 bushels of wheat at \$2.50 per bushel, but had no flour sold against it. A drop in the wheat price could be disastrous. Each time that it went down 1 cent per bushel, he would stand to lose \$50, and a 25 cents per bushel decline would mean a loss of \$1,250. To protect himself, he sells on the same day 5,000 bushels of December wheat at \$2.55 per bushel. By virtue of the fact that cash wheat prices and wheat futures prices generally follow the same relative trend the processor is protected.

Then on October fifteenth let's suppose that cash wheat has dropped to \$2.25 per bushel; the December wheat futures declined to \$2.30 per bushel. On that same day, he sells 1,000 barrels of flour which



Chicago Teachers College Students View Areas of Heavy Grain Production

is just about what will be produced from the 5,000 bushels of wheat which he has on hand. Having sold the flour, he has automatically disposed of his wheat; consequently, he no longer needs price protection on it. So he buys back at \$2.30 per bushel the December wheat futures contract he sold on October first at \$2.55. This means that he made a profit of 25 cents per bushel on the 5,000 bushels of December wheat, or gross profit of \$1,250. However, as an offset to this, he naturally had to sell his flour on October fifteenth based on the current price for cash wheat at \$2.25 per bushel. He actually paid \$2.50 per bushel for his wheat. Therefore, he took a loss of 25 cents per bushel on the wheat used, or a total loss of \$1,250. Obviously, the profit made from the change in the price of the wheat futures offset the loss on the decline in the price of the cash wheat.

A grain futures contract, reduced to its simplest terms, is an agreement between two persons by which one agrees to purchase and receive delivery from the other a certain quantity and kind of grain during a specified month at an agreed price and the other agrees to make that delivery. The rules and regulations of the Chicago Board of Trade naturally apply if the trade is made on that exchange. Year in and year out, about 85 per cent of all of the grain futures trade in the world is transacted there.

SPECULATORS ASSUME PRICE RISKS

Besides affording the opportunity for growers, merchandisers, processors, and exporters to hedge their cash grain transactions, thereby greatly minimizing the dangers inherent in dealing in commodities which are constantly changing in value, the grain futures market presents

speculation as another important economic function. For without speculation, hedging would be completely impossible of successful accomplishment. A hedger's main purpose is to pass on the risk inherent to the ownership or handling of grain to others who are ready and able to assume that risk. On the contrary, the function of a speculator is to assume those risks in the expectation and hope of securing a profit for himself as the result of either advances or declines in the grain futures markets.

It is readily apparent that if there were no speculators at all in the grain futures markets and if all activity in the latter would have been due to trading by hedgers there would of necessity be many extremely wide swings in price. For it is an axiom in the grain trade that the greater the volume of trade and the greater the consequent liquidity of the market, the narrower are the price changes between trades. In the final analysis, speculators in the grain market make up what might be termed a "Lloyd's of London" insurance pool. Here mass price risks are assumed by a voluntary group of professional risk takers.

The grain market and the real estate market have something in common. If there is one house for sale and only one buyer, both may have to make substantial price concessions before a deal is consummated; if there are many houses for sale and only one buyer, the sellers are at the mercy of the buyer. And again, if there is only one house and many buyers,

the opposite is true. But when there are many buyers and many sellers, with a resultant large amount of activity, buyers and sellers' needs are much more easily satisfied and business is transacted.

In a recent study,² Deane W. Malott, Chancellor of the University of Kansas, concludes that there is disclosed "no trace of influence on prices attributed to futures contract trading or to the speculation in futures contracts. Rather does it appear that the futures market relation to the cash market is by virtue of the pricing mechanism thereby created, which mechanism exerts no demonstrated influence on the supply and demand factors entering into the economics of price."

Finally, it may be pointed out that in a recent study made under the direction of the United States Department of Agriculture, it was reported in Bulletin 934 that of every retail dollar spent by the American housewife for bakery goods and other cereal products, only one and seven-tenth cents went to cover the costs incurred in grain marketing, which included all charges for local assembly and terminal concentration. This is reported to be the lowest distribution cost of any farm commodity. It represents a higher return to the producer of grains for his product and a lower cost to the consumer for his cereal and bakery goods. Here then, in the final analysis, is the net economic value of grain marketing on an exchange such as the Chicago Board of Trade.

²*Does Future Trading Affect Prices?* Winnipeg, Manitoba: Winnipeg Grain Exchange.

The study of things, people, and values which are in one's own local community and therefore relatively easy to grasp, provides a secure basis for the development of appropriate attitudes and ideals essential to good citizenship. — Jules Karlin and George J. Steiner in "Future Teachers Serve Their Community," CHICAGO SCHOOLS JOURNAL, January-June, 1943.

PRESERVING OUR HISTORIC SITES

U. S. GRANT, 3RD

PRESIDENT OF THE NATIONAL COUNCIL FOR HISTORIC SITES AND BUILDINGS

The preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered as deeply, and perhaps finally staked, on the experiment entrusted to the American people.

—George Washington

OUR historic sites and buildings are tangible reminders of what Allan Nevins, professor of American history at Columbia University, calls "the multitudinous conflicts, exertions, gallantries and sacrifices that made the country great. Our history is a panorama so rich, so varied, so fascinating that every American should find pleasure as well as profit in knowing it."

Today every American is a participant in a war in which symbols and ideas are weapons, and in which our heritage of freedom is in jeopardy. If we are to remain a free American nation, we must know our American history; and how better can we learn it than to visit the scenes where history becomes real?

To stand in Independence Hall in Philadelphia today is to stand in the presence of those delegates to the Continental Congress of July 4, 1776, who pledged their lives, their fortunes, and their sacred honor to one of the great charters of human liberties — The Declaration of Independence. But what if the far-sighted city of Philadelphia had not purchased the building in 1816, and protected it and a group of adjacent historic structures until it relinquished its custodianship to the Nation on January 2, 1950? Perhaps today, instead of Independence National Historical Park, the patriotic American could contemplate only a bronze plaque on the side of a towering commercial building, surrounded by chromium and flashing neon signs.

Near an area fast filling with post-war, crowded housing developments that threaten to become the slums of the future, just across the Potomac from the Nation's Capital, is a beautiful developed parkway leading to a handsome pillared mansion surrounded by gardens and outbuildings — Mount Vernon. Last year 919,513 visitors saw the home of George Washington. They were old and young, of all races, creeds, and colors. A large proportion of the Boy Scouts who attended the Jamboree visited Mount Vernon en route to or from Valley Forge. Another small group of thirty young men and women of college age, from European countries, sponsored by the Moral Rearmament group were also visitors. Floral tributes, humble and magnificent, were left by a sincere host of visitors at the Tomb of Washington, such as Prime Minister Nehru of India, a group of young people sponsored by the Salvation Army, and President Auriol of France.

But it was the vision of Ann Pamela Cunningham in 1853 which led to the foundation of the Mount Vernon Ladies Association, and preserved this shrine for the nation. In relinquishing her trust to her successors in 1874 she enjoined them: "Ladies, the home of Washington is in your charge — see to it that you keep it the home of Washington. Let no irreverent hand change it; no vandal hands desecrate it with the fingers of progress. Those who go to the home in which he lived and died wish to see in what he lived and died. Let one spot in this grand country of ours be



Poe Shrine¹

saved from change....When the Centennial comes, bringing with it its thousands from the ends of the earth, to whom the home of Washington will be the place of places in our country, let them see that, although we slay our forests, remove our dead, pull down our churches, remove from home to home, till the hearthstone seems to have no resting place in America, let them see that we know how to take care of the home of our hero."

The ensuing years fulfilled her prophecy. Mount Vernon was faithfully and beautifully preserved—but those same years saw the destruction of many historic sites, and of the homes of other heroes who deserved well of succeeding generations. The rate of destruction has accelerated so in recent years that in 1947 a small group of individuals, and representatives of national, state, and local societies interested in preserving a rapidly-disappearing aspect of American culture met with representatives of cultural government agencies to discuss the problem. They voted to establish the National Council for Historic Sites and Buildings, as a non-government, educational and non-profit organization, to unite in the common cause all the organizations, corporations, and individuals who believe that there is a vital need to protect the American heritage of historic sites and buildings before it is too late.

To guide the new Council they chose

men like David E. Finley, Director of the National Gallery of Art; Kenneth Chorley, President of Colonial Williamsburg; Dr. Guy Stanton Ford, former President of the University of Minnesota and Secretary of the American Historical Association; James R. Edmunds, Jr., then President of the American Institute of



White House² of the Confederacy

Architects; Ronald F. Lee, Assistant Director of the National Park Service. On the distaff side there were women like Mrs. Dwight F. Davis and Mrs. Francis B. Crowninshield. And looming large in the picture was the gallant "grand old man of preservation," George McAneny, who, although nearing his eightieth year, was still fighting for the cause. At the time he was locked in battle, over the preservation of Castle Clinton in New York City.

To carry out their purposes the original group raised a small amount of money with which to set up a national headquarters in Washington, D. C. Frederick L. Rath, Jr., a graduate of Dartmouth and Harvard, and historian with the National Park Service from 1937 to 1948 became

¹Old Stone House in Richmond, Virginia; built in 1737. A treasure house for manuscripts and relics of Edgar Allan Poe. Property of Association for the Preservation of Virginia Antiquities. Courtesy of the Virginia State of Commerce. Photo by Flournoy.

²Home of President Jefferson Davis during the War between the States, at Richmond, Virginia. Courtesy of the Virginia Department of Conservation and Development, Richmond.

the Director of the National Council. Committees began to report and the first step was to begin the work of formulating sound policies, standards, and practices for the preservation, restoration, and interpretation of important historic sites and buildings. A distinguished committee set up the criteria that will serve as a guide in the selection of sites.

Another committee labored over the problem of acquisition and disposition of properties that might be offered to the Council itself. The result was a suggestion, adopted in the fall of 1948, that legislation be sought establishing a Congressionally-



Greek Orthodox Chapel³

incorporated equivalent to the English National Trust. The United States Department of the Interior, on the recommendation of the National Park Service, which has worked so long in the field and realized that all preservation could not be Government operated, sponsored the necessary legislation. The first session of the 81st Congress passed the bill and President Truman signed it on October 26, 1949.

The new National Trust for Historic Preservation in the United States is not a Federal agency, although three high officers in the Federal Government were

named ex-officio Trustees by the legislation: the Attorney General of the United States, the Secretary of the Interior, and the Director of the National Gallery of Art. The law delegated to the Executive Board of the National Council the honor of electing not less than six Trustees who would serve with the above-named officers. Early in 1950 these men and women were selected because of their interest in preservation and because of their willingness to serve: Horace M. Albright, Winthrop W. Aldrich, Charles S. Bird, Eugene R. Black, Robert Woods Bliss, John Nicholas Brown, Harry A. Bullis, Mrs. Francis B. Crowninshield, Ex-President Herbert Hoover, General George C. Marshall, George McAneny, and H. Alexander Smith, Jr.

On May 1, 1950, the Trustees held an organizational meeting in Washington, D. C., at the new headquarters of the National Trust and National Council. Space had been made available by the American Institute of Architects in the



Home⁴ of General Dwight D. (Ike) Eisenhower

³Built in Fort Ross, California, during the period of Russian settlement, 1912-1941, now part of Fort Ross State Historic Monument. Courtesy of Historic American Buildings Survey, Library of Congress.

⁴In Abilene, Kansas; now a museum open to the public. Courtesy of Kansas Industrial Commission, Topeka, Kansas.



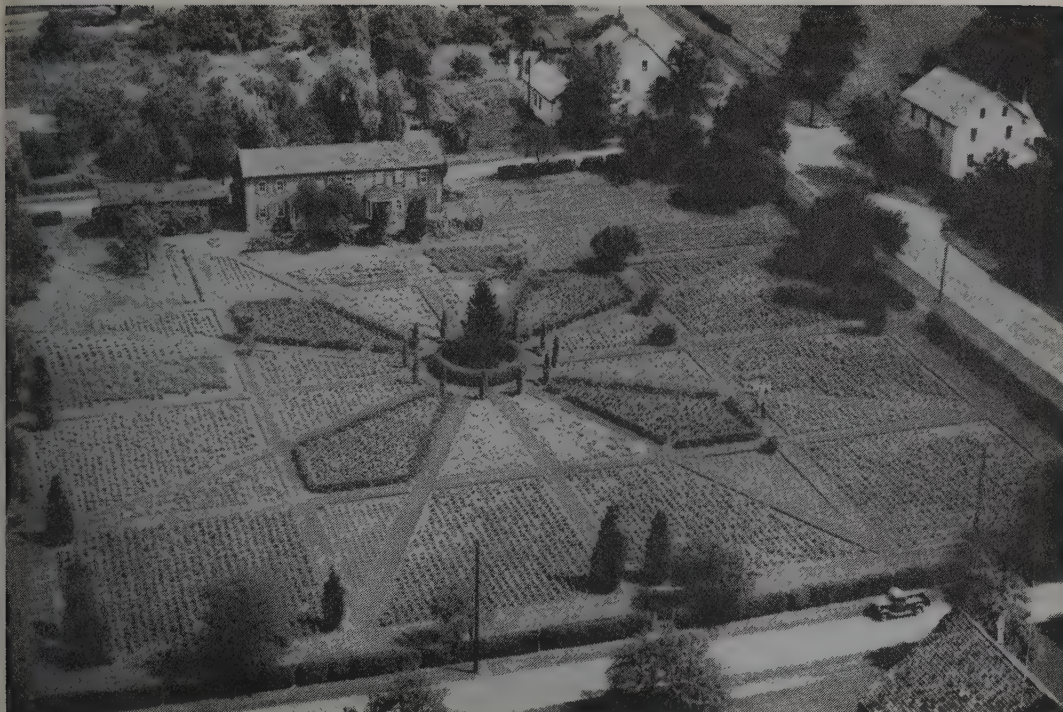
Woodlawn Plantation⁵

Octagon House, a fine old historic house recently restored. In this fitting surrounding the Trustees adopted their by-laws and discussed the general policy that would guide their decisions. It was immediately apparent that the National Trust and the National Council would best serve by operating jointly with a common staff. To work with the Director they chose as Administrator, Henry H. Surface, an attorney with experience in administrative affairs. A line of distinction between the two organizations could easily be maintained, for the National Trust has no power to obtain individual members. Thus the National Council continues as the membership organization, drawing into one unified whole those individuals, societies, and corporations with an interest in preserving worthy sites and buildings. The National Trust, through its Trustees, serves as a holding corporation for any sites, buildings, and objects significant in American history and culture donated to it.

Some persons have too quickly jumped to the conclusion that the National Trust would be a catch-all for any alleged historic site or old building in the country. Actually, however, the Trustees, together with the members of the National Council, deem their job to be primarily one of facilitating local public participation in the task of preservation. They are anxious that communities, counties, states, and regions should realize their own responsibility to preserve significant reminders of the past. Wherever and whenever possible, they work to enable a local group to assume the responsibility for preservation. Thus far, no site or building has been acquired by the National Trust.

The National Council today has ninety-two member organizations in addition to

⁵Former home of Nelly Custis, adopted daughter of George Washington. The Plantation, comprising 126 acres, is 14 miles from Washington, D. C., and 3 miles from Mount Vernon on Route U. S. 1. It was designed by Dr. William Thornton, architect of the Capitol of the United States, during the first decade of the 19th century.



Zoar Flower Garden⁶ of Zoar, Ohio

an ever-increasing number of individual members, and they pay a nominal annual fee. Not until all organizations and persons interested in preservation are members will the full potential of the movement be realized. In the meantime, however, the National Council and the National Trust have an active program and are becoming an increasingly more effective force. They are fighting the loss and destruction of important sites and buildings in many places throughout the country. On the basis of their adopted criteria, they decide the importance of a threatened site. Not all sites and buildings qualify. But they have helped a small Connecticut River community to stop a new road project that would have destroyed its charm. They have aided in the saving of Woodlawn, the Nelly Custis Lewis home that adjoins Mount Vernon and was a part of that original estate. As this article goes to press the National Trust has just concluded an agreement

to lease and administer Woodlawn Plantation for fifty years.

The National Council and the National Trust are correlating information dealing with all aspects of preservation, so that they may serve a function as a national clearing house. This information they are disseminating to individuals and societies dealing with preservation problems in their own communities. This aspect of their work may become the most vital of their functions, for it will help to raise preservation standards throughout the country. The present difference in standards of restoration, maintenance, and

⁶This garden was laid out exactly like the New Jerusalem, as revealed in the twenty-first chapter of Revelations. In the center is an Evergreen tree representing the Tree of Life. Twelve paths representing the twelve tribes of the children of Israel lead to it. There are three on the east, three on the north, three on the south, and three on the west with cross paths connecting each path that leads to the Tree of Life. Around the Tree of Life is a path on the outer edge of which are twelve evergreens equally divided; these represent the Twelve Apostles of the Lamb. Courtesy of the Ohio State Archaeological and Historical Society and Ohio State Museum of Columbus.

interpretation of historic houses is so great as to make comparisons odious. Perhaps you have gone through some well-managed home, where you were greeted like a friendly guest, where accurate information was given you if you wanted it, where loving care and scientific study had been joined together to insure a true and undistorted picture of the past. If you have seen, on the other hand, the too-many examples at the other end of the scale, you will realize that there is much work to be done to insure the acceptance of a definition of preservation as a full-rounded program of scientific study, faithful restoration, careful maintenance, and expert interpretation.

One positive function in regard to the correlation of information has already been served. Several communities in our country have recognized the importance of preservation, not only because of its cultural value but also — and much more practically — because of its economic value. To meet this problem cities and towns like New Orleans; Charleston, South Carolina; Winston-Salem, North Carolina; and Alexandria and Williamsburg, Virginia have adopted zoning ordinances that give legal protection to historic buildings. The National Trust and National Council have made copies of these ordinances and make them available to interested persons in other cities and towns; they have also lent their support to other efforts to obtain such legislation. The last Congress passed a bill that protects an area to be known as "Historic Georgetown" in the District of Columbia. National Council and National Trust officers appeared in its behalf, urging that the United States thus give further recognition to the principles of preservation.

The National Council and the National Trust are also seeking to encourage wide-scale public appreciation and use of historic sites and buildings. Millions of Americans are discovering for themselves the joys of reliving a moment of history at Plymouth Plantation, in Yorktown, or

at Gettysburg. Millions more should know, and almost all of them should discover that there are gems like Gore Place in Massachusetts, Kenmore in Virginia, the Old Customs House at Monterey in California, in every part of the country. They are all illustrations on the pages of our history. They will give a better knowledge and more thrilling sense of our past than a year's course in American history or a dozen textbooks. They preserve some of the finest specimens of a changing civilization, the roots of our present democracy.

Above all, then, the National Council and the National Trust are trying to make the American people aware of their heritage. They can not do it without the help of many people working toward the same end in their own communities. Somewhere in your county there is a site or building that is a part of your past and thus a part of the whole American past. You can help to preserve it for your children and your children's children. It need not be a dead thing, interesting only to the antiquarian; it can be brought to life to serve your community. Not all historic buildings are maintained as museums. In Newton, Pennsylvania, an historic foundry, for example, became a youth center. In Riverdale, Maryland, an old home of the Calvert family is the headquarters of the local Planning Commission. When the architectural and historic integrity of a building is maintained, there can be no outcry against its adaptation to practical uses. The National Trust and the National Council, as they grow, will be able to help more and more. Even now they are ready to assist in some degree in helping to solve the problem.

So look around you. You are important enough in your community to offer leadership and assistance to local preservation efforts. If we preserve what the past has had to say for itself, we may be able to say for ourselves what shall be true for the future.

NEEDED IMPROVEMENTS IN BEGINNING READING

ARTHUR I. GATES

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

IN an article in the November-December, 1950, issue of the CHICAGO SCHOOLS JOURNAL, E. W. Dolch gave reasons for regarding "security in reading" as of first importance in the teaching of reading. To achieve this end, Dolch described three major objectives of the reading program, as follows:

1. Security resulting from a successful start, which in turn depends upon an adequate reading readiness program, a slow beginning of formal reading instruction, and ever helpful, tactful, "confidence building" guidance by the teacher.
2. Security resulting from seeing to it that each child keeps going at his natural rate and is not pushed faster than he can go.
3. Security resulting from seeing to it "that every child, every day, (has) the experience of reading something with ease and pleasure."

It is the opinion of the present writer that Professor Dolch has, in his article, pointed out some of the most serious faults in the teaching of reading and suggested some of the most important means of improving reading instruction. The present article, in fact, is a further discussion of means to achieve the ends which Dolch set up.

The major objectives of the reading program are to teach children to read well and to love to read. Neither of these objectives can be realized without the other. Unless the child learns to read well—to read easily, smoothly, and naturally as an adult does—he is unlikely to love to read. This is especially true in our present age which abounds with entertainment appealing to eye or ear or both via the movies, the radio, television, and pictorial printed matter. Unless he reads well, moreover, the child is unlikely to continue long to

love to read when other sources of fact and fun are so accessible. If reading is to play the vital role in school and life that it should, the child must learn to do it well and to love it.

As Dolch pointed out in his article, reading must, from the beginning, be easy and enjoyable. This is especially true of the most difficult stage—the initial period of reading. After a quarter of a century of extensive study there are still marked differences in the procedures practiced and recommended.

The most common method is one in which reading is formally taught in the first grade by means of a Primer and First Reader similar to, except somewhat easier, than the books used in 1925. The main difference is that now the work with Primer and First Reader is preceded by a Reading Readiness program and a Preprimer period in which one, two, or three Preprimers are used. The evidence is that most programs of this sort are too difficult and too long for the first grade. First grade teachers are usually unable to finish them without pushing and rushing the child into a state of confusion and insecurity.

Frequently proposed as a cure for this serious difficulty is a delay in introducing formal instruction in reading until the beginning of the second grade or later. Dolch reports the policy adopted by a group of experimental schools in which "in the middle of the second year, this experimental group... began the usual reading program," and "in two years... had caught up with the early-beginning group" and "after that... got farther and farther ahead." These results indicate that "the usual reading program" is too difficult for the first grade but do they prove that

delaying the "usual reading program" until the middle of the second grade is the best solution of the problem?

EASY-READING BOOKS IMPORTANT

The length and character of the Reading Readiness program depends upon the course of difficulty inherent in the formal reading program over the first three or four years. The distribution of difficulty in the typical program is fairly well, but of course not fully, indicated by the number of "new" words introduced in the basal reading material.

The median number of new words introduced in five series of readers widely used in 1948 was as follows:

	First Year	Second Year	Third Year
Total number of new words	350	396	694
Relative number of new words	100	113	198

The plan represented in these figures is, the writer believes, faulty on two scores. First, 350 new words is much too heavy for the first year. Second, the initial difficulty is all out of proportion to later difficulty. For example, the first year's vocabulary is nearly as heavy as the second. To correspond to the child's ability to learn, the distribution should be more like the following:

	First Year	Second Year	Third Year
Total number of new words	235	350	750
Relative number of new words	100	150	322

The distribution of difficulty within the first year books is usually faulty also. The first books are typically difficult. With improvements in the choice of words and increased expertness in writing with a few "tool" words, it is now possible to produce an interesting sixty-four page First Preprimer with a vocabulary of fourteen or fifteen different words, and additional books with small additions of "new" words. Indeed, after fifty different carefully chosen words have been introduced, a number of further easy-reading books can be written with an average of no more

than five "new words" each. With a hundred words as a basal vocabulary, skillful authors can write a score of small forty-eight page books without introducing new words at a rate of more than one for every half dozen pages.

It is possible, in other words, even for the first half year of formal reading instruction to provide an almost unlimited amount of interesting reading material which even the slower children can read — really read — with ease and enjoyment. It is, of course, much easier to provide similarly easy-reading books for the second and later years of formal instruction. It is the writer's opinion that to provide such a series of books would do more to help children learn to read well and to love to read than any single thing that can be done.

Some teachers, instead of delayed formal instruction in reading as a means of overcoming the difficulty inherent in the typical first year program, resort to intensive drill on phonetics, usually of the old analytic type. This is the scheme in which long lists of isolated phonograms are taught as separate items and then combined by blending. Of these two procedures the long delay in introducing formal instruction is much to be preferred.

The reappearance of formal phonetic drills, whose faults have been demonstrated so long ago that many teachers of today are unaware of them, results from the rather spectacular demonstrations that they often produce at the start. Parents and even teachers and principals are often impressed with the flashy phonetic stunts. In all types of complex learning the temptation to accept the method that produces quick results is very great. In typing, the child who is taught to find the keys with his eyes and to strike them with three or four fingers can write more and better copy in the initial stage than one who learns by a sound technique. The beginner with the slap and whack method in tennis will defeat the child who is introduced to sound strokes for a while.

The trouble is that all these flashy starters are not learning to perform well fundamentally. They will soon be overtaken and surpassed by those whose techniques are sound. Then they will either quit the game or be relegated to the scrub team or the remedial class. To make a really good performer of the child who persists in a faulty technique is, as every teacher of reading, tennis, or typing knows, exceedingly difficult. The only safe way, in the long run, is the sound way, even if it is apparently a slow way at the beginning. To substitute intensive drill on the old, narrow, artificial, formal phonetics for the slower introduction of the more comprehensive, varied, and natural program of word analysis — one of the fruits of the last quarter century of research — is probably the very worst move a teacher can make.

THE REMEDY

The failure to provide each child with large amounts of easy and enjoyable reading and the tendency to resort to faulty, formal phonetic drills — these are major defects in reading instruction. Both of them result largely from excessive difficulty in the material, from failure to provide each child with an abundance of easy, enjoyable reading. Fortunately, this is a situation which can be completely remedied. There is no reason for not providing large amounts of thoroughly interesting material with a much smaller vocabulary, and easier in other aspects of readability than those found in the "usual" books for the first grade.

Much of the best of the informal programs employed when reading is delayed a year or more may be justified by what they do for child development apart from increasing reading readiness. The former may be more important than the latter. The typically difficult beginning program in reading may be so incompatible in

character and so extravagant in time as to interfere with the optimum education and development of the child in general. If this were true, the introduction of reading should be delayed until it can be pursued in harmony with the program in general. But with an easier, more informal, more "security" producing program in reading, we can, there is reason to believe, securely teach reading with less delay and enrich the total informal program by means of it. This, at any rate, seems to be a possibility that should be tested before we adopt a policy of delaying reading a year and a half while retaining the typical reading program, or of trying to handle the conventional program earlier by getting ourselves again into the toils of faulty, formal phonetics. Most children "want" to read before the middle of the second grade and love to read when they have learned to read well.

In other respects, marked improvements may now be made in reading instruction. We now know how greatly to increase the child's skill and versatility in working out the recognition, pronunciation, and meaning of unfamiliar words. In this program phonetics play an important role along with other useful methods of word analysis, but the old analytical approach to phonetic skill is replaced by much superior ones. We now know, thanks in no small measure to the years of intensive work in remedial reading, how the teacher can, with less time and greater objectivity, keep track of each child, detect and correct his faults promptly, and keep him on the course of sound development at a safe pace. Finally, there seem to be great possibilities of helping each child to diagnose his own difficulties, correct his own defects, and in general to chart his own course to a considerable extent. In sum, there really are, in plain sight, practical means of improving the teaching of reading greatly.

ELIZA CHAPPEL

Chicago's First Public School Teacher

HERMA CLARK¹

THE small boat which had brought them to shore from the larger vessel now anchored out in Lake Michigan slipped quietly up to the dock and a young woman in her twenties stepped out.

Her dress was of the latest fashion, dark green, with full sleeves — indeed enormous sleeves — for the year was 1833 and fashion demanded this. Her bodice, pointed in front and back, was fitted tightly over a full skirt which, being lined with crinoline, stood out nobly at the bottom. A little cape about her shoulders and a bonnet with ribbons tied under her chin completed her costume.

Eliza Chappel, who had just stepped foot on Chicago soil, was born in Genesee, New York, in 1807, of Huguenot and Pilgrim stock. Her mother, widowed when Eliza was but a child, was a devout Christian and brought her children up very strictly. An invalid in her early young womanhood, Eliza was given the severe medical treatment of the time, and at one time was at the point of death; but in spite of this medication, she recovered, though she was never robust.

In Rochester, New York, where she had been living with a brother, she met a missionary couple, Mr. and Mrs. Loomis, who had been sent to Mackinac Island to instruct the Indians of that region. Here they had met Mr. and Mrs. Robert Stuart, to whom they wrote concerning Eliza Chappel. Robert Stuart was resident partner in Mackinac Island of the Great American Fur Company and he and his beautiful, New York-bred wife had asked that a teacher for their young children be found. The Loomises recommended Miss Chappel for this position.

The Stuarts lived in luxurious style, though this was wilderness country. When

Miss Chappel, after a little interval of study of "infant school teaching," finally went out to this Wild West settlement she was introduced to a style of living and to conventions which were quite new to her. As the representative of the powerful fur company which had grown rich in trading with the Indians, Robert Stuart entertained all the important persons who came out from the East from time to time and the young teacher was always present as a member of the family. Thus, Eliza Chappel, who had finished her work at Mackinac Island and had come to Chicago to teach the children of the officers of Fort Dearborn and of the few families outside the Military Reservation, was not at all a shabby, shy young thing, but a well-dressed, poised woman, and she must have received many admiring glances from the soldiers detailed to bring her luggage to the fort.

First, she must look at the prairie, which stretched away without limit southward from the river. She had been told that in June she would see lovely prairie flowers but she was not prepared for the great flower-ocean before her. The buggy moved toward the fort, for the landing had been perhaps a quarter of a mile south, since the river's mouth was blocked by a sand bar, though this was to be dredged away later in that year.

The house of Major R. M. Wilcox which stood within the limits of the fort, was to be her home until the schoolhouse was available for her use. John S. Wright was now occupying the log house which was to be the schoolhouse, as a store, but he was building a frame house and was expected to be in it by September.

A committee had been formed to raise money to support the school and its chair

¹Columnist and author of *Dear Julia* and *The Elegant Eighties*; co-author of *Port of Chicago*, a play.

man reported \$67 had been subscribed, while 25 pupils had been promised.... genuine, tuition-paying pupils. The two little Wilcox children were to be among this number.

While Eliza Chappel waited for the log house to be vacated, she was busy with preparations for her new life—a sharp contrast to her life in the almost-regal Stuart mansion. She must have made the curtain which she was to hang midway in the large room, for the front was to be the schoolroom, and the back her lodging. And then she had to take out the equipment for the school—maps of the world and of the United States; a numeral frame for the little children to use in learning their numbers; a globe; and Scripture texts and hymns. And the families had to be notified that they would be expected to furnish the seats for their offspring. There would be no desks for the books to rest on, but the older ones could use a table, where they could sit and write.

One may guess that Eliza Chappel sometimes had calls from the Reverend Jeremiah Porter, who had arrived only a month before her and who had organized the First Presbyterian Church of Chicago in the carpenter shop of Fort Dearborn. The minister and the school-teacher would have had much in common, for she was deeply religious.

Early in her life, she had adopted rules “for the better regulation of her life,” as she phrased it. Some of these rules were:

Rise with or before the sun.

Devote one hour to reading, meditation, and prayer before leaving my room.

Speak evil of none. Do good to all.

Observe one day of each week as a season of fasting and prayer.

FIRST SCHOOL OPENS

In September, 1833, the first school in Chicago was opened in the primitive log house and here Eliza Chappel taught until January, 1834, when she moved into the building which had been erected by the newly formed Presbyterian Church. When



Eliza Chappel

they were settled in this new and more comfortable building, her “infant scholars”—this was the term applied to the littlest pupils—gave an “exhibition,” which was reported as highly satisfactory to those who attended—probably the proud parents of the youngsters. About this time, an appropriation was made from school funds for her school and this record makes it possible to claim for Eliza Chappel the title of first public school teacher of Chicago.

Never one to be satisfied with what she had accomplished, Eliza Chappel conceived the idea of educating the older girls who lived out on the prairies—farmers’ daughters—so that they might become teachers, who were so badly needed in the new country. Her proposition to the parents was that she would give the pupils lodging if they would bring provisions.

Soon twelve girls were staying with her in a house she rented from a sergeant who lived at the fort. It was a heavy responsibility, for she had also the care of the school already established, though by now

she had two assistants, Mary Barrows and Elizabeth Beach. This was Chicago's first teachers college.

Naturally optimistic, she wrote in January, 1834: "My school prospers. Mountains seem to be giving way." But later in that year she became ill and, in November, with her cares weighing heavily upon her, she set down her feeling of inadequacy, the feeling many a conscientious teacher has had: "My situation is one involving deep and eternal responsibilities, surrounded by a family of twelve who have been committed to my care by their parents, and a school of 60. Lord Jesus, my hope is in Thee."

Overworked, the young teacher became so desperately ill that her life was despaired of, but by March she was so much improved that she had promised to become the wife of the Presbyterian minister, whom she had already helped in his parish work. They were married in June, 1835.

From Chicago, the newly married couple went to Peoria, where Jeremiah Porter had been called to an established church and it was about this time that he allied himself with the Abolition cause, thus placing himself in the ranks of an unpopular group, for there was much Southern sympathy in Illinois. This was a sad time in their lives, for, added to their other burdens, their children became ill from the malaria which afflicted the settlers in the lowlands. Her faith sustained her, when her baby lay dying and she could cry, feeling that he was leaving this world for a better one, "I wish you joy, my darling."

A call came from Green Bay, Wisconsin, about this time and they felt it wise to accept it and live in a more healthful climate. Green Bay was to be their home for eighteen years, and here Mrs. Porter established a school, bringing there two teachers lately graduated from Knox College. Mr. Porter taught in this school, besides doing the work of his parish, and from this beginning grew the graded schools of Green Bay.

After eighteen years, the Porters returned to Chicago, the husband having accepted a call from the Edwards Congregational Church here, and it was while they were living in Chicago that the Civil War broke out. Their eldest son, James, volunteered and the father felt it his duty to go into his country's service. Elizabeth Chappel Porter replied, when she was asked if she could let her son go, "If I had a hundred sons and they were prepared to die, I would let them go." Jeremiah Porter became a chaplain in the same regiment in which this son served, the 1st Illinois Light Artillery.

PATRIOTIC SERVICES

Her children now being grown, Mrs. Porter felt she could accept the invitation of the Sanitary Commission, forerunner of the Red Cross, to become its agent, working in the Chicago office of this organization, which collected supplies and forwarded them to the front line hospitals. Not only did she collect supplies and recruit nurses, she conducted these workers to the front, and finally became herself one of that noble band who cared for the wounded, becoming to the soldiers another Florence Nightingale. She nursed the Confederate wounded as carefully and sympathetically as the Union men and was so adored by them that they gave her a letter commending her to the kindness of Confederates, in case she were taken prisoner, as she could conceivably have been, since she was often at the front.

Returning North in 1863, she helped in preparations for the great Sanitary Fair, organized to raise money for comforts for the Union soldiers in hospitals. It was a great success, forerunner of later great Fairs, for Chicago always has known how to make a success of such ventures.

Now back again at the front, she continued her care of the wounded, and she began to be concerned about the desirability of sending these wounded back to their homes for a month of nursing and relief from the depressing scenes of hos-

pital and camp. Brass hat reasoning was that they might not come back if allowed to return home. Mrs. Porter was sure they would recover much more quickly in their homes, and she wrote a letter to President Lincoln on the subject so full of fervor that it is no wonder that he soon issued the order that took a large number of Wisconsin boys back North, where they justified Mrs. Porter's faith in the healing of their native air.

In 1864, Mr. and Mrs. Porter were sent with a supply of stores to Union soldiers on the Mexican frontier. She distributed these stores, cheered the soldiers, homesick and dispirited at their long service in this out-of-the-way place, and again established a school. To Brownsville, this frontier post, she brought two sisters, the Misses Barbara and Elizabeth Grant, recent graduates of Oberlin College, to help in her school. They remained for a school year and then returned to Chicago where they opened a "Young Ladies' School" on the North Side, an institution which became a fashionable seminary for girls of the Seventies and Eighties.

On the conclusion of the war, when the soldiers whom they had served were discharged, the Porters returned to parish work and Mr. Porter became pastor of a church in Prairie du Chien, Wisconsin, where they remained for two years, after which he was induced to become a home missionary at Brownsville, Texas, where he and Mrs. Porter had done such good service during war days. Mrs. Porter had charge of a seminary for young women, and Mr. Porter, in addition to his duties as pastor, was also chaplain at Fort Brown. This led to his being appointed

a chaplain in the regular army, and for twelve years he was stationed at various posts on the frontier, being retired in 1882.

Now, at last, Eliza Chappel Porter's teaching days were over. She could look back upon a life of action hardly matched by any other woman of her time. She had established schools in Michigan, Illinois, Wisconsin, Tennessee, and Texas. In Memphis she had taught the just-freed Negroes, thus starting work which later became the "Freedman's Bureau." She had closed the eyes of 1300 dead soldiers, and her sympathetic heart had devised a plan to comfort the sorrowing mothers of these dead heroes. She always managed to put into the hand of a dying man some small article, such as a clean handkerchief, so that she might send it as a memento to the mourners at home.

A portrait of Mrs. Porter, by Marie Lusk, represents her as sitting by the bed of a dying soldier, her Bible in her hands. Her dark auburn hair, which never changed its color though she lived to more than three-score and ten; her benevolent features; her winning smile, all are reproduced in this portrait.

She died on New Year's Day, 1885, in California, where she spent the last years of her life, but she is buried in Rosehill Cemetery, Chicago.

It was of such as Eliza Chappel Porter, Chicago's first school-teacher, whose life was like that of the saints of old, that Whittier was thinking, when he wrote:

"The dear Lord's best interpreters
Are humble human souls;
The gospel of a life like hers
Is more than books or scrolls."

The most potent of all indirect influences in the development of our citizenry is the influence of a good teacher.

— A. J. Gerson

COMBATTING VANDALISM

DON C. ROGERS

ASSISTANT SUPERINTENDENT OF SCHOOLS¹

DURING the past four years the Chicago Public Schools have carried on a vigorous campaign to reduce vandalism. The need for it was urgent because the four hundred public school buildings were annually experiencing about five hundred burglaries and tens of thousands of window breakages. In the peak year of 1946, there were 60,881 window panes broken, costing \$273,000 to replace.

To combat this wastefulness the Board of Education in January 1947 organized a Committee on Conservation of School and Public Property with Board Member

William Bachrach as chairman.² This committee enlisted the co-operation of the newspapers, radio stations, police, courts, parks, labor unions, Association of Commerce, parent-teacher associations, school employees, and Chicago's 360,000 public school children.

At every school, the student council made glass-saving a major project. School premises were posted with signs offering a reward for the arrest and conviction of vandals. Detailed reports of breakage were announced monthly in the General Superintendent's bulletins to the schools. Each

¹Chicago Public Schools

²Dr. Rogers has been Chairman since 1947



Happy Recipients

year a contest was organized with awards of radio receivers, text film projectors, portable playbacks, and approximately \$25,000 worth of library books offered to the two hundred schools achieving the lowest window breakage record.

The results have been gratifying. From a total of nearly 61,000 broken windows in 1946, the breakage dropped sharply, and for the four years since the anti-vandalism campaign was started, in February 1947, the window breakage has averaged only 37, 700 panes.

The vandalism campaign has had several satisfying results: (1) the huge

reduction in window breakage has represented a substantial saving to the taxpayers; (2) the campaign has tended to unify the schools and the communities through a joint civic undertaking around which everyone — parents, business men, civic organizations, school employees, and school children — could rally; (3) the awards of library books and educational equipment have been put to good use by the principals and teachers as an aid to instruction; (4) the campaign has presented an opportunity for school children to practice worthy citizenship at their own level of interest and understanding.

NEW BOOKS FOR 1952 READING

ELOISE RUE,¹ ELIZABETH J. WILSON,² AND MARCELLA G. KRUEGER³

IT is of great importance that teachers be familiar with the sources of book evaluations for children and young people and that so far as possible they sample some of the outstanding literature and attractive new factual material each year. Parents expect them to be able to give advice on book selection, and it is at this time of year that their requests for help are most frequent.

Three invaluable book selection aids published by the American Library Association, two recently revised, compiled by joint committees of that organization, of the National Education Association, and of the National Council of Teachers of English are *A Basic Book Collection for Elementary Grades*, *A Basic Book Collection for Junior High Schools* and *A Basic Book Collection for High Schools*. Any well-organized school or public library will find them invaluable. Their contents are grouped by subjects according to the familiar Dewey Decimal arrangement with annotations, purchasing information, and subject headings to aid the librarian; grade spans are suggested to aid the teachers. The subject, author, and title indexes are complete. With the aid of such lists,

teachers should be able to help parents and relatives choose attractive editions of well-remembered titles.

The National Council of Teachers of English lists *Adventuring with Books*, *Your Reading*, and the recently revised *Books for You* cover the elementary, junior, and senior high school areas and are less expensive. They are analyzed by broad subject and give short annotations but no publisher, dates, or prices. They contain separate author and title indexes.

Two commercial enterprises, employing reliable advisory boards, continue to issue books periodically which are, for the most part, acceptable. One is the Junior Literary Guild, Garden City, New York, which issues special editions monthly of four new titles in four different categories at special rates to its subscribers. The other is E. M. Hale Company, which reprints well-bound school editions of books of reasonably permanent value. The latter adds several new titles each year and the complete catalog may be obtained by writing to Eau Claire, Wisconsin.

¹Chicago Teachers College

²Formerly at Chicago Teachers College; now at Lindberg Junior High School, Longbeach, California

³Oriole Park School, Chicago

The Doubleday list of prebound juveniles is being expanded constantly and now includes approximately one hundred of their titles, currently available through the Institutional Department of Doubleday at twenty-five to thirty-five cents net; additional price per copy for water-resistant buckram.

Simon and Schuster continues to issue Golden Books of various sizes in both trade and library bindings. Because the number of copies printed runs into many thousands, the reproduction of illustrations is remarkable when one considers that titles such as *Grandpa Bunny* and *Howdy Doody's Circus* sell for twenty-five cents per volume. Each title should be examined, however, or checked in a reliable reviewing periodical before purchase as they are unequal in value. Two new series have been introduced in recent months and while the same care must be exercised in evaluating them individually, as a whole they appear to be good values. One group is the Garden City Books, edited by Helen Hoke, for \$1.25 each, containing such titles as *The Real Book about Dogs* and *The Real Book about Inventions*. A list may be obtained from The Garden City Publishing Company, Garden City, New York. While we have not as yet had time to examine each title carefully, the reputation of the authors should guarantee a certain amount of reliability in the information. The Landmark Books, published by Random House for \$1.50 each have been reviewed favorably elsewhere. Each traces the significance of some important landmark in American history and is handled by an author chosen as an authority. The readability is simple enough for the quick fourth or fifth grade reader; the format and style attract the reluctant junior high and some ninth and tenth grade readers.

The Childhood of Famous Americans Series has recently issued four new titles, bringing the list to fifty-nine. These are published by Bobbs-Merrill for \$1.75 each, and if looked at as documented biography

in literary style, have sometimes been evaluated as unsatisfactory. For the retarded upper-grade reader, even for the severely retarded reader in high school, as well as for the purpose of motivating an interest in history in the middle grades, these highly fictionalized accounts of the school and home life of well-known Americans have proved a boon indeed. Row, Peterson has added twelve new biography pamphlets on world figures from the ancient Egyptians to Queen Elizabeth, by such authors as Enid Meadowcroft and Eloise Löwnsbury, under the capable editorship of Frances Cavanah. Albert Whitman and Company continues to add new titles to its dollar picture books of the various states. These short, easy-to-handle volumes often allure the child who is repelled by a large, however attractively illustrated, geography. Larger books with clear type and photographs to interest the reluctant reader in the geography of other lands are the "Let's Read About—" books by various authors, being published by The Fidler Company of Grand Rapids at \$2.95 each.

Many new editions and reprints of older titles have made their appearance in the past few months. Among them are the following:

- Black Cats and the Tinker's Wife.* By Mary and Margaret Baker. Dodd, 1951. Unp. \$2.00.
- Little Boy and His House.* By Stephen Bone and Mary Adshead. Winston, 1950. \$2.00.
- A Child's Good Night Book.* By Margaret W. Brown; ill. by Jean Charlot. W. R. Scott, 1950. Unp. \$2.00.
- The Poodle and the Sheep.* By Margaret W. Brown; ill. by Leonard Weisgard. Dutton, 1950. Unp. \$1.75.
- Just Tammie.* By Dorothy and Marguerite Bryan. Dodd, 1951. Unp. \$2.00.
- How Man Made Music.* By Fannie R. Buchanan. Follett, 1951. Pp. 266. \$2.75.
- Book of Puppetry.* By Remo Bufano. Macmillan, 1950. Pp. 232. \$3.00.
- Personality Plus!* By Sheila J. Daly. Dodd, 1951. Pp. 154. \$2.50.
- Hop, Skip, and Fly; Stories of Small Creatures.* By Irmengarde Eberle. Holiday, 1950. Pp. 62. \$2.00.

Poems for Children. By Eleanor Farjeon. Lippincott, 1951. Pp. 236. \$3.00.

Ten Saints. By Eleanor Farjeon. Oxford, 1951. Pp. 124. \$3.00.

The Boy's Book of Verse. Comp. by Helen D. Fish. Lippincott, 1951. Pp. 276. \$2.75.

The Lobster Books; The Curious Lobster and The Curious Lobster's Island. By Richard W. Hatch. Houghton, 1951. \$3.00.

Will James' Book of Cowboy Stories. Scribner, 1951. Pp. 242. \$2.50.

Life through the Ages. By Charles R. Knight. Knopf, 1951. Pp. 66. \$2.50.

Boats, Airplanes and Kites. By Armand J. La Berge. Bennett, 1950. Pp. 135. \$2.50.

Vocations for Girls. By Mary R. Lingenfelter and Harry D. Kitson. Harcourt, 1951. Pp. 364. \$3.00.

The Red Roan Pony. By Joseph W. Lippincott. Lippincott, 1951. Pp. 219. \$2.50.

The Golden Wedge. By Maud and Delos Lovelace. Crowell, 1951. Pp. 189. \$2.50.

Indian Heroes. By Joseph W. McSpadden. Crowell, 1950. Pp. 305. \$2.50.

Nathan Hale, Patriot. By Martha Mann. Dodd, 1951. Pp. 343. \$2.75.

Children's Games from Many Lands. By Nina Millen. Friendship Press, 1951. Pp. 214. \$2.00.

A First Electrical Book for Boys. By Alfred P. Morgan. Scribner, 1951. Pp. 263. \$3.00.

Drums of Monmouth. By Emma G. Sterne. Dodd, 1951. Pp. 287. \$2.50.

A Dipper Full of Stars; A Beginner's Guide to the Heavens. By Lou Williams. Follett, 1950. Pp. 180. \$2.50.

The following new titles published since the "New Books for 1951" list prepared for the November-December, 1950, CHICAGO SCHOOLS JOURNAL are arranged in the same four categories.

FOR THE YOUNGEST

Three Boys and a Lighthouse. By Nan H. Agle and Ellen Wilson. Scribner, 1951. Pp. 101. \$2.00.

Triplets learn to be "orderly, dependable, and resourceful" as they assist their father in the lighthouse, and care for a wounded eagle.

Ten Little Foxhounds. By C. Gifford Ambler. Children's Press, 1951. Unp. \$1.00.

English version of popular counting rhyme will please beginning readers with its excellent dog pictures.

Blaze Finds the Trail. By Clarence W. Anderson. Macmillan, 1950. Unp. \$1.50.

Slight story with the artist's usual satisfying horse pictures.

Little Sea Legs. By Melvern Barker. Oxford, 1951. Unp. \$2.00.

It didn't take long for the little boy to learn to be a good fisherman.

Swimming Hole. By Jerrold Beim; ill. by Louis Darling. Morrow, 1951. Unp. \$2.00.

This should help combat race prejudice in the very youngest.

Tim and the Tool Chest. By Jerrold Beim. Morrow, 1951. Unp. \$2.00.

Tim's father teaches him to use and care for tools properly; result: a play house which doesn't resemble a shanty-town shack. The practical use of seven common tools is demonstrated in *Tools for Andy*, by James S. Tippet, published by Abingdon.

All Around You; a First Look at the World. By Jeanne Bendick. McGraw, 1951. Pp. 48. \$2.00.

Pictures and simple text explain weather, the earth, plants, and animals for the third-grade child.

Ups and Downs; a First Book about Space. By Ethel S. Berkeley; ill. by Kathleen Elgin. W. R. Scott, 1951. Unp. \$1.00.

The meaning of up and down, over and under, etcetera, are graphically brought to a child's thinking attention.

Me and the Bears. By Robert Bright. Doubleday, 1951. Unp. \$1.25.

First graders will be able to read this fantasy to the younger ones.

Too Many Turtles. By Emma L. Brock. Knopf, 1951. Pp. 89. \$2.50.

Just the kind of summer trading two small boys might do.

Skipper John's Cook. By Marcia Brown. Scribner, 1951. Unp. \$2.00.

This versatile artist-author tries a different technique, different color scheme, and a very different type of story with each book.

Peanut. By Ruth and Latrobe Carroll. Oxford, 1951. Pp. 48. \$1.75.

This Tom Thumb of dogs will entrance children.

Up and Down the River. By Rebecca Caudill. Winston, 1951. Pp. 115. \$2.00.

Bonnie and Debbie will delight young readers with their vacation attempts to get rich.

Cowboy Sam and Freddy. By Edna W. Chandler. Beckley, 1951. Pp. 67. \$1.32.

In this reader-style book, Freddy learns from his uncle how a cowboy rides, how he dresses, how he works, and how he eats.

A Bell for Urslì. By Selina Chönz; ill. by Alois Carigiet. Oxford, 1950. Unp. \$2.50.

The color work in this story of a mountain boy is much better than the translation of the text.

Little Bruin and Per. By Haaken Christensen; tr. from the Norwegian by Siri Andrews. Abingdon, 1951. Unp. \$1.25.

Per and the bears and fox work and play together fearlessly.

Waggles and the Dog Catcher. By Marion B. Cook; ill. by Louis Darling. Morrow, 1951. Pp. 64. \$2.00.

Repetition in this is coupled with childlike humor, large type, and enough plot and pictures to please beginning readers.

Flip and the Morning. By Wesley Dennis. Viking, 1951. Unp. \$2.00.

The picture-book age and others will delight in seeing their favorite horse outsmart Willie the goat.

Mr. T. W. Anthony Woo; the Story of a Cat and a Dog and a Mouse. By Marie H. Ets. Viking, 1951. Unp. \$2.00.

Cats and dogs can be just as cantankerous as children. Childlike humor and inimitable black-and-white pictures.

Rosa-Too-Little. By Sue Felt. Doubleday, 1950. Unp. \$2.00.

How a little city girl persevered in acquiring a library card.

Lois and Looie. By Lois Fisher. Childrens Press, 1951. Unp. \$1.00. At head of title: Inside a TV Show.

Children will identify with the author's pencilled creation in his adventure behind the scenes.

The Thirsty Lion. By Karine Forbes. Crowell, 1950. Pp. 88. \$2.00.

Nonsense tale about the lion who loved soda pop.

Pete's Puddle. By Joanna Foster. Houghton, 1950. Unp. \$1.25.

Rainy day experience story for the very youngest.

Chuggy and the Blue Caboose. By Lydia and Don Freeman. Viking, 1951. Pp. 48. \$2.50.

Another locomotive with personality to please small boys.

Lunch Box Story. By Martha Goldberg. Holiday, 1951. Unp. \$1.25.

Clear type will help the first grader read this story of first grade children at school.

Kippie the Cow. By Esther Gretor; tr. from the Danish by Kurt Singer; ill. by Gettermann. Messner, 1951. Pp. 28. \$2.00.

There's a folk quality to this tale of the cow who had a mind of her own.

Lost and Found. By Kathryn Hitte. Abingdon, 1951. Unp. \$1.00.

An everyday experience book for the pre-school child which might be read by big brother in first grade.

Twin Lambs. By Inez Hogan. Dutton, 1951. Unp. \$1.25.

Easy enough for the young reader.

Plantonio; The Pride of the Plain; a Ballad the Old West; ill. by Dick Jones. Harcourt, 1951. Unp. \$1.50.

In rhyming ballad, this is something new for the very young cowboy enthusiast.

What's in a Line? By Leonard P. Kessler. W. Scott, 1951. Unp. \$1.50.

Challenging and amusing uses of lines for drawing and communication ramble across the page.

Philippe's Hill. By Lee Kingman. Doubleday, 1950. Pp. 88. \$2.00.

Philippe thought only about skiing and how wanted skis. When he made some himself, had an heroic adventure, and his three wishes were fulfilled, too.

Bronco Charlie, Rider of the Pony Express. By Henry V. Larom; ill. by Wesley Dennis. McGraw-Hill, 1951. Pp. 48. \$2.00.

Based on an incident in the boyhood of a man over one hundred years old today.

Papa Small. By Lois Lenski. Oxford, 1951. Unp. \$1.25.

Yes, Mr. Small has a family! How nice to meet them!

Finders Keepers. By William Lipkind and Nicholas Mordvinoff. Harcourt, 1951. Unp. \$2.00.

In this fable-type story, the two dogs, Nap and Winkle, soon learn to share a bone when a big dog threatens to deprive them both of it.

Jesus, the Little New Baby. By Mary E. Lloyd; ill. by Grace Paull. Abingdon, 1951. Unp. \$1.00.

Short simple sentences make it more suitable for the second grade readers than for telling the story to the youngest.

The Horse Who Had His Picture in the Paper. By Phyllis McGinley; ill. by Helen Stone. Little, Brown, 1951. Pp. 48. \$2.00.

Miss McGinley's usual delightful humor comes out in this second story of the vegetable market horse, Joey.

Patrick and the Golden Slippers. By Katherine Milhous. Scribner, 1951. Unp. \$2.00.

The enchantment of a small boy's part in the mummer's parade on New Year's day reminds one of Mardi Gras.

T-Bone the Baby-Sitter. By Clare T. Newberry. Harper, 1950. Unp. \$1.75.

A favorite cat artist is at her best when drawing cats. Another cat with baby-sitting ability will appeal to slightly older children. She appears in *The Story of Serapina*, by Anne I. White, published by Viking.

Federico the Flying Squirrel. By Tony Palazzini. Viking, 1951. Pp. 54. \$2.50.

How Billy's pet flying squirrel rescued Billy's cat's kitten, by the author-artist of *Susie the Cat*.

Great Big Animal Book. By Feodor Rojankovsky. Aladdin, 1950. Unp. \$1.50.
Oversize picture book of farm animals suitable for nursery school. Comes in Goldencrest binding.

Milk for You. By G. Warren Schloat. Scribner, 1951. Pp. 47. \$2.00.
Photographs together with a few diagrams and cartoons with explanatory captions aid the third-grade reader to understand.

Little Wiener. By Sally Scott; ill. by Beth Krush. Harcourt, 1951. Unp. \$1.75.
Beginning readers will love this dog and his two very different dog friends.

Pibble that Jack Ate. By William R. Scott; ill. by Charles G. Shaw. W. R. Scott, 1951. Unp. \$1.50.
Another rhythmic, cumulative tale beginning with the food on our table and tracing it to its source.

Anne-Marie Counts Her Sheep. By Francoise signobosc. Scribner, 1951. Unp. \$2.00.
Attractive pictures may help the preschool child learn to count.

Cat Napsy. By Kate Seredy. Viking, 1951. Pp. 63. \$2.00.
Superb illustrations accompany this lyrical life story of a cat which gives insight into feline philosophy of living.

Olly's Oats. By Marc Simont. Harper, 1951. Unp. \$1.75.
Of the four horses, the poor neglected work horse arouses sympathy. Delightful humor in the drawings.

Samanda and the Bear. By Tasha Tudor. Oxford, 1951. Unp. \$1.75.
A simple, true tale of a little girl and her pet.

The Real Santa Claus. By Marguerite Walters; ill. by Meg Wohlberg. Lothrop, 1950. Pp. 31. \$2.00.
This should help the puzzled youngster who sees too many Santas.

Mr. Dawson Had a Farm. By R. O. Work. Bobbs, 1951. Pp. 131. \$1.75.
Children will look forward to each new episode concerning this simple fellow, sympathizing, laughing at him, and enjoying his triumphs.

FOR THE IN BETWEEN

Samanda and the Right Prince. By Mildred N. Anderson; ill. by J. Paget-Fredericks. Oxford, 1951. Pp. 73. \$2.50.
A most charming modern fairy tale with delicate and appropriate illustrations.

Benjamin Franklin. By Ingri and Edgar d'Aulaire. Doubleday, 1950. Unp. \$2.50.
Full-page colored lithographs and lively text bordered with picture facts contribute to one of the best books these author-artists have made.

Perhaps I'll Be a Railroad Man. By Ray Bethers. Aladdin, 1951. Pp. 46. \$1.75.

Signals, types of locomotives, railroad history, and models.

Summerfield Farm. By Mary M. Black. Viking, 1951. Pp. 140. \$2.50.

Stories of farm animals; useful for reading aloud.

The Sea Hunters; Indians of the Northwest Coast. By Sonia Bleeker. Morrow, 1951. Pp. 159. \$2.00.

Of the salmon run, the food, the ceremonials, the totem poles, early trade with Russia, and destruction caused by the white man's diseases. By the author of *The Apache Indians*.

Sam Patch; the High, Wide and Handsome Jumper. By Arna Bontemps and Jack Conroy; ill. by Paul Brown. Houghton, 1951. Pp. 39. \$2.00.

The tallest and broadest tale yet!

The Apple and the Arrow. By Mary and Conrad Buff. Houghton, 1951. Pp. 75. \$3.00.

Pictures and text tell the story of simple courage of William Tell and the beginning of the Swiss Republic.

Windfall Fiddle. By Carl Carmer. Knopf, 1950. Pp. 175. \$2.50.

A genuine picture of American village life and of a real boy in the early part of the twentieth century.

Wicked John and the Devil. By Richard Chase; ill. by Joshua Tolford. Houghton, 1951. Pp. 39. \$2.00.

A Southern mountain version of a spicy tale by the outstanding raconteur of this region.

Magic Money. By Ann N. Clark; ill. by Leo Politi. Viking, 1950. Pp. 123. \$2.50.

Tony, a Costa Rican boy, learns, in trying to get oxen for his beloved grandfather, that money is important, that it must be earned, and that it is not everything. His family is most sympathetic toward his trials and errors.

Ellen Tebbits. By Beverly Cleary; ill. by Louis Darling. Morrow, 1951. Pp. 160. \$2.00.

Ellen's crucial, humorous experiences with her winter underwear, a biennial beet, and as a substitute rat help to gain for her school privileges and a best friend. Last year's book was about a third-grade boy, *Henry Huggins*, who found a dog, bought guppies, and lost a football.

Nils, the Island Boy. By Hedvig Collin. Viking, 1951. Pp. 92. \$2.00.

Nils, regretfully but with anticipation, leaves his delightful homes, dog, and pony in Denmark for a trip to New Mexico with his father. He expects to see Indians.

Horace, the Hound that Howled. By Ruth M. Collins. Dodd, 1951. Unp. \$2.50.

Another humorous dog story, this time set in Brittany, by the author of *Septimus, the St. Bernard*.

The First Book of Trees. By M. B. Cormack; ill. by Helene Carter. Watts, 1951. Pp. 93. \$1.75.

This gives excellent, easily read and understood general information about trees, and descriptive pictures about the characteristics of fifty common trees. A wonderful book for reference and general reading! Another addition to this series is *The First Book of Nursing*, by Mary Elting.

Picken's Exciting Summer. By Norman Davis; ill. by Winslade. Oxford, 1949. Pp. 46. \$2.00.

Illustrations as fascinating as the lively adventures of this little African boy and his monkey, Benjie, will appeal to young readers.

Torten's Christmas Secret. By Maurice Dolbier. Little, 1951. Pp. 63. \$2.50.

Kind Santa couldn't possibly forget the bad children as a little gnome found out in this new Christmas legend.

Thunder Wings, the Story of a Ruffed Grouse. By Olive L. Earle. Morrow, 1951. Pp. 48. \$2.00.

This bird's remarkable independence, his seasonal changing characteristics, foods, and habits, are told in combined text and exceptionally instructive illustrations.

Washington, the Nation's First Hero. By Jeanette Eaton. Morrow, 1951. Pp. 71. \$2.00.

A kaleidoscopic picture of the man which puts his actions into understandable background. A compact, factual account with emphasis on his youth and war experiences is *George Washington, Soldier and Statesman*, by Mary Williamson, published by Beckley.

The Mousewife. By Rumer Godden. Viking, 1951. Pp. 46. \$2.00.

A delightful story of the mousewife's devotion to a dove.

Eddie and Gardenia. By Carolyn Haywood. Morrow, 1951. Pp. 191. \$2.00.

An engaging picture of life on a Texas ranch with poignant and humorous small boy and goat details.

Gozo's Wonderful Kite. By W. Ryerson Johnson; ill. by Lois Lignell. Crowell, 1951. Pp. 58. \$2.50.

A fantasy concerning a Japanese boy and the painting portraying five geese which had been in the family over three hundred years.

City Neighbor; the Story of Jane Addams. By Clara I. Judson. Scribner, 1951. Pp. 130. \$2.50.

Freshly-told anecdotes lead one along as Jane's companion, wondering at the many social reforms in which she was vitally interested.

Lisa and Lottie. By Erich Kastner; tr. from the German by Cyrus Brooks. Little, 1951. Pp. 137. \$2.50.

A popular "twin story" translated into many languages now appears in English.

Eagle in the Valley. By Frances Kohan and Trud Weil. Childrens Press, 1951. Pp. 160. \$2.50.

This informational travel story teaches the customs, history, and geography of Mexico in a readable manner.

The Pony that Ran Away. By Elizabeth H. Lansing; ill. by Barbara Cooney. Crowell, 1951. Pp. 149. \$2.00.

Twinkle, the pony, isn't happy with the two-year-old Ted and Sue, but he responds to two-year-old Robby's "quack!" The hired man and his brother help the children with their problem. Her newest book is *Shoot for a Mule*.

McWhinney's Jaunt. By Robert Lawson. Little, 1951. Pp. 77. \$2.50.

Z-gas enables Professor McWhinney to journey without effort on a bicycle across the United States to a debunking experience in Hollywood.

Geography Can Be Fun. By Munro Leaf. Lippincott, 1951. Pp. 64. \$2.00.

An introduction to climate, directions, continents, industries, and a few important places with Leaf's usual understandable zany drawings.

Prairie Children. By Lois Lenski. Lippincott, 1951. Pp. 196. \$2.75.

This latest regional story about the children in a one-room school in South Dakota in the 1940s blizzard seems as real to us as it actually was.

Stripe, the Story of a Chipmunk. By Robert M. McClung. Morrow, 1951. Unp. \$2.00.

In a year's life cycle vivid, exciting details are given concerning growth, habits, foods, and enemies.

Blunderbus. By Phyllis McGinley. Lippincott, 1951. Unp. \$2.00.

A city story with an old double-deck bus as the hero.

The Flowered Donkey. By Margaret McKay. John Day, 1950. Pp. 91. \$2.25.

Eight- to ten-year-old boys may identify with this noisy, braying donkey, pet and transportation of two Chinese children.

Sing-along-Sary. By Margaret Moore. Harcourt, 1951. Pp. 150. \$2.00.

Pioneer life in Pennsylvania in 1850.

Picture Story of Alaska. By Hester O'Neill; ill. by Ursula Koering. McKay, 1951. Unp. \$2.50.

Similarities and differences of our northern outpost are highlighted with three-color marginal sketches and supplemented with a pronunciation key and pictorial-map end papers. It is regrettable that pages are not numbered.

The Boat and Ship Book. By Margaret and Stuart Otto. Wm. Sloane, 1951. Pp. 64. \$1.75.

A photograph accompanies each page of text which briefly characterizes more than thirty kinds.

cratchy. By John Parke. Morrow, 1951. Pp. 126. 2.00.

Well-written account of a cat's search for a happy home. Another attractive one with Morgan Dennis illustrations is *The Cat that Went to College*, by Frances Frost, published by McGraw.

Three Times Easier. By Clarice Pont; ill. by Lavia Gag. McKay, 1951. Pp. 111. \$2.00.

Three sisters keep house with credible mishaps during their mother's five months' hospitalization, and assist in bringing about her recovery.

Whitey and the Rustlers. By Glen Rounds. Holiday, 1951. Pp. 32. \$1.25.

A short adventure story for fourth grade boys on a subject dear to their hearts. For real information those a trifle older will enjoy Bruce Grant's *Cowboy Encyclopedia*, published by Rand.

Cesar and the Music-Maker. By Earl and Marjory Schwalje. Knopf, 1951. Pp. 77. \$2.50.

A happy story about a little boy's everyday life in the Philippine Islands.

Play with Vines. By Millicent E. Selsam. Morrow, 1951. Pp. 63. \$2.00.

This third book of experiments in natural science is about climbing plants.

Dinny and Danny. By Louis Slobodkin. Macmillan, 1951. Unp. \$2.00.

A kind dinosaur returns the cave boy's good deed.

Jackie; Story of Prince Edward Island. By Lilla Stirling. Scribner, 1951. Pp. 202. \$2.00.

Canadian farm life with horse interest.

The Prince and the Porker. By Phillip D. Stong; ill. by Kurt Wiese. Dodd, 1950. Pp. 68. \$2.75.

The sophisticated humor of this story of a harness racer and his pig mascot needs reading aloud to be appreciated by adults and children alike.

Town Meeting Means Me. By Mina Turner; ill. by Lloyd Coe. Houghton, 1951. Pp. 48. \$1.50.

This simple text with small clear pictures should make third graders community conscious.

A Race for Bill. By May N. Wallace. Nelson, 1951. Pp. 125. \$2.00.

Bill overcomes all obstacles, including fear, to win the soap-box derby. It's a relief to have an everyday boy with whom his contemporaries from fifth grade up can identify.

Leif Ericson, Explorer. By Ruth C. Weir. Abingdon, 1951. Pp. 128. \$1.50.

Simple treatment of the adventures of Eric the Red and his son based on the old sagas.

Hans Andersen, Son of Denmark. By Opal Wheeler. Dutton, 1951. Pp. 184. \$3.00.

A success story told with compassion and exuberance and including six tales re-told.

Norman Bones, Detective. By Anthony C. Wilson. Crowell, 1951. Pp. 248. \$2.00.

Three exciting mystery stories which Norman and his cousin Henry solve.

The Big Book of Real Building and Wrecking Machines. By George Zaffo. Grosset, 1951. Unp. \$1.00.

Doublespread pictures of bulldozers, cranes, etcetera, with slight text.

Golden Hamsters. By Herbert S. Zim; ill. by Herschel Wartik. Morrow, 1951. Unp. \$2.00.

Advice on care and breeding, and warning to preserve the balance of nature by not allowing any to escape captivity. His *The Great Whales* was also published this year.

FOR THE TEENS

Make Way for the Brave; the Oregon Quest. By Merritt P. Allen. Longmans, 1950. Pp. 236. \$2.50.

Fast-moving adventure as orphaned Red moves westward with an Oregon expedition in the 1830's.

Avalanche Patrol. By Montgomery M. Atwater. Random, 1951. Pp. 247. \$2.50.

United States Forest Rangers solve a mystery at a Rocky Mountain skiing resort.

Ways to Improve Your Personality. By Virginia Baillard and Ruth Strang. McGraw, 1951. Pp. 249. \$3.00.

Suggests solutions for teenage problems, and includes real anecdotes and self-rating scales. Another new title is Arthur Gregor's *Time Out for Youth*, published by Macmillan.

Americans before Columbus. By Elizabeth C. Baity; ill. with drawings and maps by C. B. Falls and with 32 pages of photos. Viking, 1951. Pp. 256. \$4.00.

This presentation of the archaeology of the Americas is fascinating and well-documented; each chapter is prefaced with the translation of a significant poem or song. For high school students, and for teachers and reference use in some elementary schools.

Chaim Weizmann, Builder of a Nation. By Rachel Baker. Messner, 1950. Pp. 180. \$2.75.

This story of the famous Jewish scientist and statesman supplements the biography of Theodore Herzl by Nina Brown Baker in giving us a history of the state of Israel.

Winter Horse. By Glenn Balch. Crowell, 1951. Pp. 177. \$2.50.

In this sequel to *Wild Horse*, Ben and Dixie Darby help to save King and some of his wild band from wolves and starvation at the time of the big blizzards.

Pierre of Kaskaskia; Pioneer Boy of France. By Natalia Belting. Bobbs, 1951. Pp. 162. \$2.00.

Fictionalized account of Illinois history useful for the slow reader.

Atoms at Work. By George P. Bischof. Harcourt, 1951. Pp. 130. \$2.25.

Readable explanations of basic principles of atomic activity.

The Base-Stealer. By M. G. Bonner. Knopf, 1951. Pp. 173. \$2.50.

The story of the sports clubs sponsored by the Police Athletic League will be useful with remedial groups.

Chariot in the Sky; a Story of the Jubilee Singers. By Arna Bontemps. Winston, 1951. Pp. 234. \$2.50. (Land of the Free Series.)

Beginnings of Fisk University and the part played by the Jubilee Singers in saving the school. A well-written story presenting "the full impact of slavery and racial discrimination."

The Lost Kingdom. By Chester Bryant. Messner, 1951. Pp. 184. \$2.50.

The mystery and adventure in this discovery, by an Indian lad, of a lost civilization overgrown by jungle and swamp lands, is told in a style worthy of the Julia Ellsworth Ford Award.

State Champs. By Leon E. Burgoyne. Winston, 1951. Pp. 210. \$2.50.

High school basketball story stressing the importance of keeping training rules.

How to Play Big League Baseball. By Malcolm Child. Harcourt, 1951. Pp. 182. \$2.50.

The "know how" for handling each position is clearly explained by a present big league player. Another title is *The Real Book about Baseball*, by Lyman Hopkins, published by Garden City.

America's Robert E. Lee. By Henry S. Commager and Lynd Ward. Houghton, 1951. Pp. 112. \$3.00.

Terse, brilliant writing showing the man, his heritage, and his part in the Mexican and Civil Wars. Another more detailed but less spirited biography for accelerated readers is *Robert E. Lee*, by Emery, published by Messner. One of the Landmark Books, *Lee and Grant at Appomattox*, by MacKinlay Kantor, published by Random, gives a poignant, understanding picture of both generals and their armies at the moment of surrender.

Teru, a Tale of Yokohama. By Lucy H. Crockett. Holt, 1950. Pp. 213. \$2.50.

Postwar Japanese life as lived by a twelve-year-old girl and her family.

Country Cousin. By Helen F. Daringer. Harcourt, 1951. Pp. 277. \$2.50.

Tomboy Susannah is to learn city ways as she spends the winter of 1683 with relatives in New York.

North Woods Whammy. By Clyde B. Davis. Lippincott, 1951. Pp. 219. \$2.50.

Realistic details of a camping trip in the North Canadian woods plus good father and son relations.

Of Courage Undaunted; Across the Continent with Lewis and Clark. By James Daugherty. Viking, 1951. Pp. 168. \$3.50.

This author-illustrator is the perfect raconteur for a popular chronicle of the first official exploration from the Mississippi to the west coast.

Fast Man on a Pivot. By Duane Decker. Morrow, 1951. Pp. 221. \$2.50.

Bud Walker's efforts to remain in the major league makes this good baseball reading.

Free and Easy; the Story of a Narragansett Pacer. By Fairfax Downey. Scribner, 1951. Pp. 188. \$2.50.

How Stella O'Dare gains ownership of the horse by raising and training her.

Wait for Marcy. By Rosamond N. Du Jardin. Lippincott, 1951. Pp. 221. \$2.50.

Problems of growing-up, dating, and family relations with acceptable solutions. Good developmental values.

Tim's Place. By Eva K. Evans. Putnam, 1950. Pp. 185. \$2.50.

How a European orphan won his way to the hearts of a bereaved New England family.

Rocks and Their Stories. By Carroll L. and Mildred A. Fenton. Doubleday, 1951. Pp. 112. \$2.50.

A ready reference for the collector, including background information in readable style, fifty pages of photographs; and a pronouncing index. *Worlds in the Sky*, a factual book on astronomy by the same author, was published in 1950 by John Day.

Your Rugged Constitution; How America's House of Freedom is Planned and Built. By Bruce A. and Esther B. Findlay. Stanford University Press, 1950. Pp. 281. \$3.00.

Lively cartoons enhance this document and will interest adults as well as teenagers.

Television Story. By John J. Floherty. Lippincott, 1951. Pp. 160. \$2.75.

A graphic profile of the TV industry from 1870 to the present. His *Aviation from the Ground Up* is a similar presentation in text and photographs.

Dude Girl. By Doreen Foote. Dodd, 1951. Pp. 194. \$2.50.

Jerris conquers her fears and becomes a true horsewoman during the long trek over the Rockies.

The Wabash Knows the Secret. By Elisabeth F. Friermood. Doubleday, 1951. Pp. 239. \$2.50.

Slight mystery about fourteen-year-old girl of the 1890's. Good family relationships.

ulia Valeria; a Story of Ancient Rome. By Elizabeth Gale. Putnam, 1951. \$2.50. Pp. 243.

The sixteen-year-old heroine and her cousin are very modern in their feelings and actions although the details of living, eating and the caste system and political intrigue of the day seem strange.

Peter Zenger, Fighter for Freedom. By Thomas F. Galt. Crowell, 1951. Pp. 242. \$3.00.

Stirring tale of early printing in America and the most famous fight for the freedom of the press. Fictionalized style based on careful research and documentation.

Midnight, Rodeo Champion. By Robert E. Gard. Duell, 1951. Pp. 159. \$2.50.

"A horse story with a slightly different angle." Attractive illustrations.

Hidden Pond. By Helen Girvan. Dutton, 1951. Pp. 192. \$2.50.

Denis discovers the beauty and old-world charm of French Canada as well as love during her stay at Manoir Laurent.

You and Democracy. By Dorothy L. Gordon. Dutton, 1951. Pp. 59. \$2.00.

A slight book with cartoon-like illustrations.

The Ringlings, Wizards of the Circus. By Alvin F. Harlow. Messner, 1951. Pp. 181. \$2.75.

Authentic biographies of those who made the circus great.

Secret of the Stygian River. By Elbert M. Hoppenstedt. Harcourt, 1951. Pp. 233. \$2.50.

Martin Gillis discovers an underground cave and helps to save his father's farm from being split in half by the new state highway.

Kay Ann. By Grace and Harold Johnson. McGraw, 1951. Pp. 221. \$2.50.

A pleasing story that combines horses, love, and school life. Good developmental values.

Irish Red; Son of Big Red. By Jim Kjølgaard. Holiday, 1951. Pp. 224. \$2.50.

A sequel and equally good.

Lars and the Luck Stone. By Faith Y. Knoop. Harcourt, 1950. Pp. 182. \$2.50.

Well-written account of the adventures of a young Lapp boy during the winter camp.

Luck of the Irish. By Ruth A. Knight. Doubleday, 1951. Pp. 242. \$2.50.

Steve Sullivan struggles to keep the farm out of the red and still to fulfill his dream of raising Irish setters while his father's plane is missing over Venezuela.

The Provost's Jewel. By Elizabeth Kyle, pseud. Houghton, 1951. Pp. 292. \$2.50.

Twelve-year-old Walter earns his own way as a boot boy in Scotland during the summer and helps to capture some jewel thieves.

Nancy Gets a Job. By Helene Laird. World, 1951. Pp. 224. \$2.00.

An entertaining and informative guide for every young business girl.

Lonesome Longhorn. By John H. Latham. Westminster, 1951. Pp. 220. \$2.50.

Adventures of Purdy, his pet steer, Sancho, and his younger sister Penny on the Santa Fe trail.

O. K. for Drive-Away; How Automobiles Are Built. By Henry B. Lent. Macmillan, 1951. Pp. 152. \$2.50.

History and manufacture of automobiles with a chapter on safe driving.

You and Space Travel. By John Lewellan. Childrens Press, 1951. Pp. 60. \$1.50.

Straightforward, understandable prose should give the layman an idea where science ends and fiction begins in science fiction. The diagrams are clear but the interspersing of humorous illustrations may prove confusing to children.

Air Mission Red. By Frederic N. Litten. Rand, 1951. Pp. 254. \$2.50.

Steve Ames kidnapped by a Russian secret agent learns about the Soviet way of life.

From this Day Forward. By Jessica Lyon, pseud. Macrae, 1951. Pp. 215. \$2.50.

A problem novel concerning Ginny's adjustment to her coming marriage.

Dark Sunshine. By Dorothy Lyons; ill. by Wesley Dennis. Harcourt, 1951. Pp. 244. \$2.50.

A girl of sixteen, crippled with polio, wins and trains a wild mare.

Etuk, the Eskimo Hunter. By Miriam MacMillan. Dodd, 1950. Pp. 177. \$2.75.

Realistic portrayal of life on the northern shores of Greenland.

The Growing Human Family. By Minoo Masani. Oxford, 1951. Pp. 127. \$2.50.

This picture of civilization and community life from the early tribesmen to world government is different in viewpoint from that usually presented to American youth.

Animal Tools. By Charles F. Mason. Morrow, 1951. Pp. 94. \$2.00.

A naturalist-artist on the staff of the American Museum of Natural History in New York adds a fascinating fifth book on zoology.

Nikoline's Academy. By Margaret Maw. Oxford, 1951. Pp. 249. \$2.50.

Nikoline puts all her effort and determination into fulfilling her ambition to become a teacher.

Whaler 'Round the Horn. By Stephen W. Meader. Harcourt, 1950. Pp. 244. \$2.50.

Rodney Glenn's exciting adventures on ship-board a la *Moby Dick* and friendship on a South Sea island. Meader's 1951 book is *Bulldozer*.

Hetty of the Grand Deluxe. By Florence C. Means. Houghton, 1951. Pp. 188. \$2.50.

When Hetty moves to a down-at-the-heels apartment house she finds many interesting things to keep her mind off the shabby surroundings.

Sunflight. By Elizabeth Meigs. Dutton, 1951. Pp. 118. \$2.50.

Depicts treatment of Indians in Mexico by the Spanish landowners.

Mystery of Crystal Canyon. By Rutherford Montgomery. Winston, 1951. Pp. 216. \$2.50.

Lazy Y Ranch is the setting for an intriguing mystery and the capture of a wild horse band. Another recent title is *Capture of the Golden Stallion*, published by Little.

Billy Between. By Vardine Moore and Fleur Conkling. Westminster, 1951. Pp. 175. \$2.50.

Good family relations; useful in arousing new reading interest in the horse fans.

First Chemistry Book for Boys and Girls. By Alfred P. Morgan. Scribner, 1950. Pp. 179. \$2.75.

Experiments with simple substances and equipment.

Willy Wong, American. By Vanya Oakes, pseud. Messner, 1951. Pp. 174. \$2.50.

A regional story of San Francisco's Chinatown today.

100 Story Poems. Compiled by Elinor Parker. Crowell, 1951. Pp. 499. \$3.50.

Literary selections, old and new, grouped as history, romance, magic, heroes, sea, animals, and humorous.

A Long Way to Frisco; a Folk Adventure Novel of California and Oregon in 1852. By Alfred Powers. Little, 1951. Pp. 186. \$2.50.

Useful supplementary material for this period in American history.

Valley of the Dragon; a Story of the Times of Kubla Khan. By Olive Price. Bobbs, 1951. Pp. 250. \$2.50.

Convincing picture of thirteenth century Cathay plus Lin Fu's adventures while searching for the Great Khan's snowwhite mare.

Wild Hunter. By Kenneth C. Randall. Watts, 1951. Pp. 236. \$2.50.

A good dog story.

Quest of the Sages' Stone. By Nathan Reinherz. Crowell, 1951. Pp. 262. \$2.75.

David's adventures in 1487 on a dangerous search for an old manuscript hidden in northern England.

The Missing Brother. By Keith Robertson. Viking, 1950. Pp. 220. \$2.50.

An unusually good mystery story.

Strong Wings. By Mabel L. Robinson. Random, 1951. Pp. 249. \$2.50.

Many older girls will identify with Connie as she tries her wings at teaching, at sailing, at running the household while her parents are away, but realize why she wanted to see many places other than an island off the Maine coast before she settled down for life.

Duff, the Story of a Bear. By William M. Russell. Longmans, 1950. Pp. 149. \$2.25.

An enjoyable biography of a black bear who lived in the Rocky Mountains.

Passage to America; the Story of the Great Migrations. By Katherine B. Shippen. Harper, 1950. Pp. 211. \$2.50.

The most interesting short introduction to reasons for the coming of the various peoples to our shores.

Lion Boy's White Brother. By Alden G. Stevens. Lippincott, 1951. Pp. 241. \$2.50.

Courage and ingenuity bring a native boy and his English friend safely through East African wilds.

It's a Date; Boy-Girl Stories for the Teens. Compiled by Aurelia Stowe. Random, 1950. Pp. 214. \$2.50.

Short stories from popular magazines. Another collection, all by James L. Summers and published by Doubleday in 1951, is *Open Season*.

Land of the Italian People. By Frances Winwar. Lippincott, 1951. Pp. 128. \$2.50.

For high school students, teachers, and other adults, The Portraits of the Nations Series introduces a country through its history, industries, arts, and literature.

Student Dancer. By Regina J. Woody. Houghton, 1951. Pp. 276. \$2.75.

A vocational novel introducing real characters associated with teaching and reviewing ballet dancing. The importance of training and of choreography are stressed and the lack of too many elements extraneous to the main theme is to be commended. *Ballet for Beginners*, by Nancy Draper and Margaret Atkinson, is a simple nonfiction introduction to the art and techniques with over one hundred photographs, published by Knopf. *Dancing Heart*, by Lucile Rosenheim, is another novel in which a youthful ballerina found happiness by dancing for others. Published by Messner.

Amos Fortune, Free Man. By Elizabeth Yates. Aladdin, 1950. Pp. 181. \$2.50.

It is a rare treat to have so sincere a biography, by a word-artist, win the Newbery award.

LET'S DO IT TOGETHER

Experiments in Optical Illusion. By Nelson F. Beeler and Franklin M. Branley. Crowell, 1951. Pp. 114. \$2.00.

These are amusing as well as scientific.

Wonders of the Seashore. By Jacquelyn Berrill. Dodd, 1951. Pp. 69. \$2.50.

Entertaining prose and black-and-whites by the wife of a marine zoologist.

Bible Story for Boys and Girls. By Walter R. Bowie. Abingdon, 1951. Pp. 160. \$2.50.

"Stories of the New Testament retold in modern style." Attractive colored illustrations.

Christmas Bells Are Ringing; a Treasury of Christmas Poetry. Compiled by Sara and John C. Brewton. Macmillan, 1951. Pp. 114. \$2.50.

Short selections from authors, old and new.

Living for Beginners; a Complete and Simple Method for Children and Their Parents. By Conrad Brown; photographs by Nancy Graham. Scribner, 1951. Pp. 63. \$2.00.

Explanatory text accompanying a multitude of photographs of "Spike" in action.

The Sky River. By Chang Fa Shun. Lothrop, 1950. Pp. 156. \$2.50.

This Chinese legend of the Milky Way will appeal to the discriminating child as well as to the storyteller.

Let's Start Cooking. By Garel Clark; ill. by Kathleen Elgin. W. R. Scott, 1951. Pp. 69. \$1.50.

Easy, illustrated recipes start the junior cook to measuring, mixing, and creating varieties of simple foods. Ring binder makes it lay flat.

Antchil's Lime Pit and Other Stories from Indonesia. By Harold Courlander. Harcourt, 1950. Pp. 150. \$2.75.

A beautifully-made book—binding, illustrations and print—is this collection of folk tales about the clever mouse deer.

People Are Important. By Eva K. Evans. Capitol, 1951. Pp. 87. \$2.50.

"Differences—and the reasons for them—in language, names, food, shelter, clothing and manners of the peoples of the world are effectively explained in graphic text and pictures." A. L. A. Booklist.

Cowboy Jamboree; Western Songs and Lore. Compiled by Harold W. Felton; ill. by Aldren A. Watson. Knopf, 1951. Pp. 107. \$3.00.

Twenty favorites with simple accompaniments and action-filled sketches, each prefaced by two pages of tall tales.

Allah, the God of Islam; Moslem Life and Worship. By Florence M. Fitch. Lothrop, 1950. Pp. 44. \$3.00.

Third title in group of books whose text and photography are designed to promote religious understanding.

Outdoor Adventures. By Hal H. Harrison. Photos. Vanguard, 1951. Pp. 128. \$2.75.

This account of experiences of two children during four seasons will motivate an interest in natural history.

Odd Pets. By Dorothy C. Hogner; photographs by Lilo Hess. Crowell, 1951. Pp. 166. \$3.00.

Frogs, salamanders, snails, insects, bats, snakes, worms, alligators, and hamsters make unusual pets. Information about habits and care as well as aquariums and collecting apparatus is given.

Minn of the Mississippi. By Holling C. Holling. Houghton, 1951. Pp. 87. \$3.00.

In this turtle's travels from the source to the mouth of the Mississippi River, we see the geography and history of an early water trail. The text is supplemented with full-color bleed pages and entrancing black-and-white thumb-nail sketches, maps, and diagrams.

The Roundhouse Cat and Other Railroad Animals. By Freeman H. Hubbard. McGraw, 1951. Pp. 124. \$2.00.

These seven railroad animal stories reflect the problems, excitement, and humor of railroading. Dad will love to explain these to the children.

Famous Old Masters of Painting. By Roland J. McKinney. Dodd, 1951. Pp. 135. \$2.50.

Lives and works of nineteen of them from Giotto to Goya, briefly described.

Jack O'Moora and the King of Ireland's Son. By Bryan MacMahon; ill. by Richard Bennett. Dutton, 1950. Pp. 86. \$2.00.

Delectable Irish flavor will give delight to storytellers in this parallel of Grimm's "Six Servants" and Bishop's *Five Chinese Brothers*.

Nine Tales of Coyote. By Frances G. Martin. Harper, 1950. Pp. 60. \$2.00.

From the folklore of the Nez Percé Indians came the stories for this attractive volume.

Little Britches; Father and I Were Ranchers. By Ralph Moody. Norton, 1950. Pp. 260. \$3.00.

Father and son alike will enjoy this autobiography of a Colorado boyhood shortly after the turn of the century.

The School Game Book. By Margaret E. Mulac and Marian S. Holmes. Harper, 1950. Pp. 131. \$2.50.

Although addressed to teachers, parents would find the games and detailed instructions useful at home. A collection of games for groups of ten or more and instructions for making indoor game equipment may be found in E. O. Harbin's *Games for Boys and Girls*, published by Abingdon.

Easy Puppets; Making and Using Hand Puppets. By Gertrude Pels. Crowell, 1951. Pp. 104. \$2.50.

Some clearly planned and drawn and very novel patterns with simple explanations. Any child can have fun with hand puppets!

What Dog Is It? By Anna Pistorius. Follett, 1951. Pp. 25. \$1.50.

Another simple quiz book with colored illustrations of common breeds of dogs.

Tim and His Hearing Aid. By Eleanor C. Ronnei and Joan Porter. Dodd, 1951. Unp. \$1.75.

Excellent story and illustrations to promote use and understanding of the teaching and mechanical aids for children who need to hear better.

Partners: The United Nations and Youth. By Eleanor Roosevelt and Helen Ferris. Doubleday, 1950. Pp. 206. \$3.00.

Selected anecdotes and well-chosen photographs illustrate the various phases of the work of the United Nations. Adults as well as teenagers should enjoy it.

Saint Santa Claus. By Ruth Rounds. Dutton, 1951. Pp. 128. \$2.25.

Miracles do happen on Christmas Eve! Saint Nicholas, patron saint of children, aids two plane-wrecked children from the high pass to reach the village.

Everyday Weather and How it Works. By Herman Schneider; pictures by Jeanne Bendick. McGraw, 1951. Pp. 189. \$2.75.

Also how to make homemade forecasting instruments. By the author of *Everyday Machines and How They Work*. An excellent book, illustrated with photographs and charts and dealing with home-made weather forecasting apparatus, is *Weathercraft* by Athelstan F. Spilhaus, published by Viking.

You Among the Stars. By Herman and Nina Schneider. W. R. Scott, 1951. Unp. \$2.25.

The text of this simple introduction to astronomy is far superior to many of the illustrations, some of which are not particularly meaningful.

An excellent story of the constellations is *Patterns in the Sky* by W. Maxwell Reed published by Morrow.

Treasury of the World's Great Myths and Legends for Boys and Girls. By Joanna Strong and Tom B. Leonard. Hart, 1951. Pp. 319. \$3.75.

This is a well-made book both as to binding and typography. The versions of Greek myths, Aesop fables, Arabian Nights, folk and heroic tales are selected rather as to prominence than literary illusions than for a balanced collection. For this reason they have value for poor readers who may never encounter the originals. The style is better than average for such shortened adaptations. In the home or school where there is no one to introduce these tales by reading or telling more complete or original forms, it is hoped these may be used to motivate interest not to satisfy it.

Boys' Book of Model Railroading. By Raymond Yates. Harper, 1951. Pp. 172. \$2.50.

Technical information clearly explained and illustrated.

Let's Go Camping; a Guide to Outdoor Living. By Harry Zarchy. Knopf, 1951. Pp. 176. \$3.00.

A guide guaranteed to take the cramps out of camping.

Insects; a Guide to Familiar American Insects. By Herbert S. Zim and Clarence Cottam. Simon, 1951. Pp. 157. \$1.00.

A compact pocket-size handbook for the beginner, with colored illustrations of larvae, cocoons, and adult forms.

NOTES FROM THE FIELD

Co-operative Evaluation—An Experiment

FRANCES HUNTER FERRELL

DIVISION OF CURRICULUM DEVELOPMENT¹

WHILE grading may be a burden that is difficult and unpleasant, it is nevertheless a task that we cannot escape. We are constantly giving and receiving grades in all walks of life, for we are always being observed, appraised, evaluated. In school it is a little more obvious because the grade is recorded in black and white, or sometimes in technicolor, for all to see. Consciousness of the grading process makes the student feel insecure, due perhaps to the fact that grades are too often subjective, depending on the judgment of one person, the teacher, or the criteria upon which the student is graded are not always understood by either the student, the teacher, or the parent.

In a class in American History at Marshall High School thirty seniors, using for the most part the committee technique, decided to experiment with a system of co-operative grading of a series of committee reports; the students were to assume responsibility for evaluating each other's work. The initial stimulus came from a film, "We Plan Together"² which our student-teacher procured for us. The boys and girls were willing and anxious to try, and a committee was appointed.

¹Chicago Board of Education

²Produced by the Horace Mann-Lincoln Institute of School Experimentation and distributed by the Bureau of Publications, Teachers College, Columbia University, New York 27.

work out some sort of a system and report to the class. After many meetings with the teacher and the student-teacher, the committee reported its findings. Class discussion followed, centering about two questions: (1) "What are the criteria for evaluation?" and (2) "Which of these come within the scope of the student's judgment?"

The students finally decided that each committee report should be graded by the students upon the following bases: (1) preparation, (2) balance (i.e. the distribution of responsibility among the members of the committee), (3) organization, and (4) presentation. It was noted that these were very general terms, so each was discussed separately. They were further clarified as the system was put into practice, for "classroom practice relative to a given objective will aid materially in determining just what is meant by the verbal statement of the objective."³

There was much discussion as to what constitutes adequate preparation. "Does it include interpretative skill as well as the gathering of information?" "Does it include the examination of source material as well as secondary?" It was finally agreed the class should consider the reliability of the material examined, whether or not it was relevant to the question, whether it included all points of view, and whether or not it had been interpreted correctly, or if all possible interpretations had been included. As the work progressed, students soon discovered that they could judge each other's preparation more accurately if the reporting committee placed on the blackboard a bibliography with a brief statement about each of the materials used. Thus the compiling of the bibliography became to those students a very realistic task. For the other members of the class close examination of the sources of information from which a report was drawn became an integral part of their work in evaluation. It is to be hoped that this training will carry over to all reports which they hear.

One problem which confronts the teacher in round table or committee work is that of keeping the more aggressive student from dominating the discussion, while getting the more timid or the more lackadaisical student to assume his fair share. A grade on balance helps focus attention upon the need for each to do his part: the more aggressive student is held back by the knowledge that too much participation on his part may injure the chances of the group for a good grade; the more reticent student is made conscious of the necessity of doing his share. To have a well-balanced round table requires co-operation and co-ordination. Emphasis upon balance brought about better co-operation and co-ordination as by-products.

How difficult to teach is outlining! To many students it is a bore—colorless and meaningless.

However, when discussing the question of how to evaluate the organization of a committee report it quickly becomes obvious that an outline is an aid in judging. It shows the class, in case their discussion does not, the sequence of topics and the relation of topics to each other. Some member of the committee must therefore see that an outline is placed upon the blackboard. Classmates proved to be very critical in their views of the group's outline. They were also quick to note whether or not the members of the committee followed their outline or, like the minister and his text, immediately departed from it. Co-operative grading of the organization of a report focused attention upon the need (1) for organization and (2) for making the organization obvious to the class.

Presentation of a topic to a class offers many possibilities. It can be drab, colorless, spirited, subdued, dramatic, technical, or what not. Much freedom should be given students in the presentation of a report so as to avoid stereotypes. The form which the presentation takes depends upon the personalities of the students taking part. For example, a round table on the Spanish American War, during the days of the Nuremberg trials, took the form of a trial of the war criminals. The use of correct forms also enters the picture. In fact, we sometimes appointed a critic who was well versed in English grammar to note incorrect forms. These were then brought to the attention of the class and a lesson in grammar and correct usage followed.

Understanding the criteria upon which the work was to be evaluated established common goals toward which each group might work, thus making their proceedings a little more purposeful. Since a letter system of grading is used in the school, we had to conform to the standard grading procedures. To make the system practical and facile we worked out the following numerical scoring system: superior, 7-8 points; excellent, 5-6; good, 3-4; and fair, 1-2. Each student and the teacher gave the committee a collective grade upon each of the four criteria agreed upon. Along with the points each student made a statement justifying his grades. The scores were then collected and turned over to another committee who tabulated and reported the same to the class, reading comments which might prove helpful to the group in giving its next report and to other groups, for "true evaluation is permeated with the idea of improvement and growth through analysis of the strengths and weaknesses of the person evaluated."⁴

³ "Evaluation Procedures for General Education." By Paul L. Dressel. *Educational Record*, April, 1950, p. 114.

⁴ *Bulletin of the National Association of Secondary School Principals*. Vol. 34. No. 174, p. 272.

The grades given by the members of the class were collective grades, each committee member sharing the grade. In addition each member of the committee gave an individual grade to every other member of the group on each of the four agreed-upon criteria, since they were in a better position to judge the contribution of each to the whole. The teacher, who met several times with the group, talked with them individually and collectively; she gave an individual as well as a collective grade.

Now the question arises: "Are the students really objective in their grading? Do they not tend to grade their friends high and their enemies low?" Knowing how difficult it is for many adults to be objective, I do not believe that it is any easier for adolescent boys and girls. However, objectivity is a goal toward which they must work. Depending upon their fellow students for their grades and willing to submit to such procedures, they have but one course to follow, namely, to deal with their classmates as they wish to be dealt with.

Judgment by one's peers is the essence of trial

by jury; one of the proud features of the American way of life. Within the classroom judgment by one's peers is the essence of co-operative grading. The judgment itself is important, for students are more eager for the approval of the peer group than the teacher. However, as the basic philosophy of the Chicago public schools states "education changes behavior"; the most interesting part of the experiment to me was the subsequent change in the behavior of members of the class. Although my judgment in this matter is purely subjective, and it may be that wishful thinking impairs its accuracy, I observed three changes: (1) Setting up the criteria for the evaluation made the students more conscious of the factors which constitute good committee work. Thus the evaluation exercise became a learning device of instructional technique. (2) Students became more conscious of the audience situation, thinking in terms of the entire class rather than the teacher alone. (3) The members of the class acquired more sympathetic understanding of the process of evaluation, the necessity of being objective, the dangers of over-simplification.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are John S. Carter, Joseph Chada, Edward C. Colin, Chester Colson, Ruth M. Dyrud, Charles R. Monroe, James M. Sanders, and John A. Tarburton.

FILMS

The following films are available through International Film Bureau, Inc., 6 North Michigan Avenue, Chicago 2, Illinois.

The Onion. 11 minutes. 16 mm sound. Black and white, \$45.

Shows the growth of an onion from seeds to seeds, exhibiting interesting shots of streaming protoplasm in root hairs, stomata, growth movements, bulb scales, pollination, and pollen tube formation. The commentator's voice is excellent. Good for any grade level above third.

The Rabbit. 11 minutes. 16 mm sound. Black and white, \$45.

An excellent film usable at the upper grade level. Shows reproduction and emphasizes economic importance. Terminology of reproductive system not as good as the Strandskov film. Commentator's voice excellent. However, there is no "rodent family," nor is the rabbit a rodent.

The Rabbit's Development. 33 minutes. 16 mm sound. Black and white, \$135.

Shows a quick survey of the development in the sea urchin, frog, chicken, monotremes, marsupials,

and a detailed account of the rabbit. No rabbits were spared for the sake of economy.

The music has no place in this film. More suitable titles are needed because an American audience would have trouble understanding the commentator's accent.

This film could be shown after a biological-science survey course but would be preferable after a course in Comparative Vertebrate Anatomy or Introduction to Vertebrate Embryology.

J. M. S.

The Newt. 1 reel. 10 minutes. 16 mm sound. Black and white, \$45.

Three common types of newts are compared. Animated drawings are used to describe reproduction. Egg laying, development and growth of the tadpole, hatching, and leaving the water are shown. Habits of hibernation, and return to the water in the spring are represented. Of interest to high school and beginning college classes.

Vegetable Insects. 1 reel. 23 minutes. 16 mm sound. Color, \$150. Produced by the National Film Board of Canada.

A film on economic entomology, especially for gardeners and students in schools of agriculture. Numerous types of injurious insects are shown, with demonstrations of special methods used for their control.

E. C. C.

The following films are available from Encyclopaedia Britannica Films, Inc., Wilmette, Illinois:

The Story of Christopher Columbus, No. 354, and *Thomas Jefferson*, No. 443. Each 17 minutes. 16 mm sound. Black and white. Produced by the Emerson Film Corporation, Hollywood, California.

These films follow the same pattern as the other biographical films which Encyclopaedia Britannica has produced for upper grade and high school history classes. Each film sketches the person's life and achievements in a chronological manner, accurately done, with touches of romance and humor for the sake of interest. Both films relate the story of men who were possessed by great ideals and courage. One discovered America; the other found its soul of freedom. The life of Columbus provides a more exciting and easier narrated career than the more philosophical and varied activities of Jefferson. Children will find the film on Columbus the more satisfactory of the two. The film on Jefferson will need more preparation and interpretation, since many of the episodes are too brief to be intelligible to the student.

Photography and sound are excellent. The portrayal of Columbus is convincing. Jefferson suffers somewhat by comparison from a more amateurish level of acting. Despite minor criticisms, both films deserve an A rating and merit wide classroom use.

C. R. M.

FILMSTRIPS

The following filmstrips are produced by Life Filmstrips, 9 Rockefeller Plaza, New York 21, New York.

Michelangelo: The Sistine Chapel. 35 mm. 60 frames, in color. Photography by Frank Lerner. Captions and lecture notes by Dorothy Sieberling. \$4.50.

Those Sistine Chapel visitors who have rented a mirror in order to more easily view the magnificence of Michelangelo's frescoed ceiling will appreciate, indeed, this small film and the intermingling of efforts which made it possible. About 450 years after Michelangelo devised and constructed his own scaffold, within the chapel, that he might be within painting distance of the complex surfaces of the barrel-vaulted ceiling, Life commissioned a photographer to record, in color, the resulting murals. With a specially designed camera and an elaborate movable scaffolding, modern skill and means made possible the records, some of which were first shown in the Christmas, 1949, issue of *Life*.

An even more comprehensive coverage is to be found in the 1950 filmstrip, for selection was again made from hundreds of transparencies available. When projected these pictures gain in luminosity and grandeur of scale. Certainly the visual continuity, so like poetry, is best seen via the film, for neither printed page nor mirrored image gives the same smoothness of sequence which Miss Sieberling has so sympathetically adapted to the film medium. Her lecture notes allow for expansion beyond the brief captions incorporated in the film. Many will find interest in comparing the photo-journalism tech-

nique found in the magazine with this quite different, yet equally fine, adaptation to film.

For this fulfillment of a fourteen-year-old promise: "to see and be instructed" *Life* is to be congratulated. An important part of our cultural heritage has been adequately recorded and should now find lodgment in home and public libraries—for the cost is moderate.

R. M. D.

Emerson's New England. 35 mm. Black and white, \$4.50.

This filmstrip is merely a series of pictures in the same manner as those provided in standard high school texts in American literature, and is a distinct disappointment. The pictures themselves are not sufficiently detailed to warrant anything but the most cursory glance, and the texts which accompany the stills are completely irrelevant. There is, for example, the familiar shot of Walden Pond, and for no apparent reason the caption reads, "Most men lead lives of quiet desperation." The only use to which the strip could be put would be to illustrate New England scenic background to a class totally unfamiliar with the scene.

J. S. C.

Age of Exploration. 35 mm. Color. Notes to pictures compiled by Henry Hart. 1950. \$4.50.

This filmstrip illustrates the story of the period of discovery and exploration by a number of well chosen pictures and maps. The student, with the help of notes accompanying each panel, should get a clear picture of what Europe of 1450 to 1500 knew about the world, the men who were interested in exploring or supporting the exploration, the actual character of the discoveries made, and the reward which Europe reaped for its exploratory efforts both in the East and the West. The subtitle of each panel carries on the story of discovery and exploration in a clear and logical manner. Recommended for upper grades and high school levels.

J. C.

The Middle Ages. 35 mm. 48 frames. Color, \$4.50.

A most informative portrait of life in the Middle Ages. Although basically of an historical nature, the frames are carefully chosen so as to be of value for a great variety of educational situations. Outstanding examples of medieval art are employed throughout.

C. C.

Eighteenth-Century England. 35 mm. Black and white and color. \$4.50.

This filmstrip achieves very adequately its purpose of showing in a series of photographs some aspects of the social and cultural life of 18th Century England. Shots of familiar contemporary drawings and paintings are alternated with pictures of famous people, buildings, and customs of the period, all adequately identified by the sub-titled commentary.

While the strip might be useful for courses in cultural history, it achieves nothing that the same photographs in books could not achieve. Furthermore, its usefulness is vitiated by the principle upon which scenes are selected—that "contrast" was somehow unique to English 18th Century life—thus repeating the tiresome "beef-and-ale-for-Old-England" attitude that has for too long obscured a more intelligent understanding of English history.

J. A. T.

Whoever is unwilling to help himself can be helped by no one.—Heinrich Pestalozzi

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

ASSOCIATION OF TEACHER EDUCATION INSTITUTIONS—This new association, with membership open to all colleges whose major purpose is the preparation of teachers, was organized in Chicago on March 31, 1951. An outgrowth* of numerous conferences of leaders in the field of teacher education during the past year, the new Association has as its central purpose the promotion of educational problems of common interest with similar organizations in the co-operative development of policies which concern higher education. George W. Diemer, Central Missouri State College, was elected president of the Association.

The Association will have no accrediting functions whatsoever and schools which are eligible may belong regardless of affiliations from the accrediting standpoint. The organization will in no way encroach on the functions of the American Association of Colleges for Teacher Education. In fact, the new Association will be largely in the nature of a national conference of teachers college presidents and will support in every way possible the accrediting functions and the program of AACTE. The regular meeting of the Association will be held annually at a time to be determined by the Board of Directors, but either just before or immediately following the annual meeting of the AACTE.

At the present time approximately 175 colleges in the United States would be eligible to belong to the new association, including state and municipal teachers colleges, colleges of education, state colleges which were formerly teachers colleges, and some private or denominational colleges with a major interest in teacher education.

CHICAGO PUBLIC SCHOOLS SOCIAL CENTERS—The fall program of the Chicago Public School Social Centers includes activities at twenty high schools and fifteen elementary schools according to Francis B. McKeag, director of social centers section.

The high-school plan provides dancing for all teenage and post-high school young people living in a community, regardless of school affiliation. Dance instruction by professional instructors is available to beginners as well as to advanced dancers from 7:30 p. m. to 8:30 p. m. on scheduled nights. Social dancing with music by union orchestras follows from 8:30 to 12:00 midnight. Centers are operated on alternate Friday evenings

which enables two geographically adjacent centers to provide a continuous program each week from September through December 21.

Elementary social centers are open on consecutive Friday evenings from October 5 through December 14. This program provides three one-hour periods from 7:00 to 10:00 p. m. During these sessions persons may shift their interests to various activities; the aim is to meet the recreational needs of all age groups including adults. Among the recreational features offered are gymnastics, dancing, corridor games, table games, art, music, handicrafts, needlecraft, cooking, and movies.

The high schools scheduled for social activities are Amundsen, Austin, Bowen, Calumet, Carver, DuSable, Farragut, Fenger, Kelly, Kelyvn Park, Lane, Lindblom, Phillips, Schurz, Senn, South Shore, Steinmetz, Taft, Tuley, and Waller; elementary schools are Carver, Columbus, Darwin, Felsenthal, Gillespie, Graham, Grant, Hale, Hayes, Luella, Madison, Mt. Greenwood, Nettelhorst, Oakenwald, and Pasteur.

CHICAGO TEACHERS COLLEGE—September 17, 1951, was an auspicious day for the Chicago Teachers College. On that day Alfred E. Bolt, controller of the Chicago Public Schools, received a check for \$500,000 representing the first contribution from the State of Illinois to the cost of operating the college. This will pay for five-sixths of the operating cost in 1951, according to Mr. Bolt.

Legislation was passed during the last session of the General Assembly providing state support for the school. The law provides for \$1,000,000 for the next two years. Although supported to this extent by the state, Chicago Teachers College is still an integral part of the Chicago Public School system, being operated and controlled by the Chicago Board of Education.

FORD FOUNDATION—THE FUND FOR THE ADVANCEMENT OF EDUCATION—Clarence H. Faust, President of the Fund for the Advancement of Education, announced during the late summer the award of 250 faculty fellowships for the year 1951-1952. These fellowships, amounting to an expenditure of \$1,096,870.21 in addition to travel and tuition costs, were established by the Fund to enable younger faculty members in colleges throughout the country to improve their competence in undergraduate teaching.

The award winners representing 165 institutions distributed in 39 states and the District of Columbia and Alaska are located in the following geographic areas: Northeastern states, 52; North Central states, 38; Southern states, 62; and Western states, 22. The winners of the awards were selected by the Committee on Administration from a total of 1,535 applications.

The Chicago Public School System is honored by having one of its members selected by the fund for the Advancement of Education to continue post-doctoral work. He is Charles R. Monroe, 1437 N. LeClaire Street, a professor in the department of social science at the Chicago Teachers College. Dr. Monroe will pursue his studies and investigations at The University of Chicago during the current academic year.

FOURTH CAREER CONFERENCE—The Fourth Career Conference for high-school students sponsored by the Chicago Technical Society, the *Chicago Sun-Times*, and the Illinois Institute of Technology, will be held at the Illinois Institute of Technology, 3300 South Federal Street, December 27 and 28, 1951. The conference will present twenty-two broad areas of subject matter; the potentials of each area as a possible career will be explained by means of panels and films. Instead of speeches by panel members, chairmen will direct leading questions to the members to obtain key information. Similarly, prepared questions will be directed to the audience in an effort to stimulate questions from the floor. So far as possible, the films will be integrated with the panels and thus supplement them. The following schedule has been set up for the conference:

THURSDAY, DECEMBER 27, 1951.

Morning Session

Films: 9:30-10:30 a. m.
Panels: 10:45-12:00 noon
Physical sciences
Technicians
Architecture
Industrial Management
Pharmacy
Agriculture
Finance

Afternoon Session

Films: 1:00-2:00 p. m.
Panels: 2:00-3:15 p. m.
Engineering
Biological sciences
Psychology
Merchandising and selling

FRIDAY, DECEMBER 28, 1951

Morning Session

Films: 9:30-10:30 a. m.
Panels: 10:45-12:00 noon
Home Economics
Music
Art
Social sciences
Physical education
Secretarial and stenographic
Library science

Afternoon Session

Films: 1:00-2:00 p. m.
Panels: 2:00-3:15 p. m.
Nursing
Radio, television, cinema, and theatre
Teaching
Law

THE GOODMAN MEMORIAL THEATRE OF THE ART INSTITUTE OF CHICAGO—The Trustees of the Art Institute of Chicago announce the second Biennial Play Competition to be conducted by the Kenneth Sawyer Goodman Memorial Theatre. The prize-winning author will receive the Kenneth Sawyer Goodman Prize of \$1,000 and an additional grant of \$250 to defray the cost of residence in Chicago during the rehearsal period. The manuscripts will be judged by Cornelia Otis Skinner, actress and author; Margaret Webster, producer and director; and by Maurice Gnesin, head of the Goodman Memorial Theatre. The names of the winner and finalists will be announced about March 1, 1952. The rules for the contest are as follows:

1. The contest is open to all residents of the United States.
2. Plays may be submitted not later than December 15, 1951.
3. Each manuscript must be accompanied by a self-addressed and stamped envelope. The Art Institute of Chicago will accept no responsibility for manuscripts lost in transit.
4. All manuscripts must be written in English, and must be typed in the accepted playscript form.
5. All plays must be full-length. The approximate playing time of a full-length play is from one hour and forty minutes to two hours and twenty minutes.
6. The following plays are excluded from the contest:
 - a. Plays which have received a commercial production, or on which an option for a commercial production is in force.
 - b. Plays which have been published or have been accepted for publication.
 - c. Plays which have won awards in any previous contest.
 - d. Plays which have not been copyrighted.
 - e. Plays which have been copyrighted for the first time prior to January 1, 1942.
 - f. Adaptations of novels and of foreign plays; musical comedies, libretti, etcetera.
7. Any manuscript may be withdrawn from the contest providing the request for withdrawal is received on or before November 15, 1951.
8. If, in the opinion of the judges, no play of sufficient merit has been submitted for the contest, the prize will not be awarded.

NBC-TELEVISION OPERA THEATRE IN 1951-1952 SEASON—The NBC-Television Opera Theatre will offer eight one-hour productions of opera in English during the 1951-1952 season, Samuel Chotzinoff, general music director of NBC

announced. The presentations started this fall under the musical and artistic direction of Peter Herman Adler.

The operas for this third season will be selected from the following list: "RSVP" by Offenbach, "I Pagliacci" by Leoncavallo, "Game of Cards" by Zandonai, "Tosca" by Puccini, "Der Rosenkavalier" by R. Strauss, "Pelleas and Melisande" by Debussy, "The Barber of Seville" by Rossini, "Il Tabarro" by Puccini, "The Queen of Spades" by Tchaikovsky, "Andrea Chenier" by Giordano, "Love for Three Oranges" by Prokofiev, "Manon" by Massenet, and the Gian-Carlo Menotti opera-in-progress, tentatively titled "Marianne and the Gypsies." This last-named opera was commissioned by the National Broadcasting Company.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH—The forty-first annual meeting of the National Council of Teachers of English will be held at the Hotel Sheraton-Gibson, Cincinnati, November 20-24, 1951. The convention theme will be English and Human Personality.

Of special interest is the broad variety of subjects offered at the conferences and sectional meetings. Following is a resume of these items:

FRIDAY AFTERNOON CONFERENCES

General Topic: Relating English to the Development of Wholesome Personality

First Series, 2:15-3:30 p. m.

Identifying the Problems

1. Problems and methods of research in language and personality development.
2. Developing a personal philosophy of life in a world of conflicting values.
3. Bibliotherapy: Personality adjustment through reading.
4. Meeting individual needs through a balanced language program.
5. Using English as both means and end.
6. Understanding the role of language in group relationships.
7. Studying the psychological implications of the use of mass media of communications.

Second Series, 3:45-5:00 p. m.

Discovering Solutions to the Problems

1. Problems of motivation in courses in composition and/or communication—planned by the Conference on College Composition and Communication.
2. Newer techniques in the use of motion pictures—planned by Committee to Co-operate with Leading Film Custodians, Inc.
3. How can children's language needs be met in overcrowded classrooms?
4. How can children who are linguistically handicapped be helped to communicate?
5. How can teachers interpret to parents the effects of the school program on personality development?
6. How can community resources be utilized to aid in the program of language development?
7. What in-service help does the elementary teacher need to improve children's language development?

8. Television and reading—how can teachers meet the challenge?
9. What shall the high school English teacher do for the non-college student?
10. What are the strengths and weaknesses of combined courses in English and social studies for seventh- and eighth-grade boys and girls?
11. What place shall the classics have in the program of the early high school years?
12. How well are our students being prepared for teaching English?
13. What is the place of English in the core curriculum?
14. How can the tape recorder be used in the English program?

Saturday—Section Meetings, 9:30-11:30 a. m.

Elementary Section—Language Arts for a Healthy Personality.

High School Section—Visions and Values in High School English. It's No Fun to Write, What Can We Do About Movies, Radio, Television? Let's Be Sensible About English Teaching.

College Section—Articulation and the Teaching of English.

NATIONAL HIGH SCHOOL POETRY ASSOCIATION—The National Poetry Association, 3210 Selby Avenue, Los Angeles 34, California, announces its plans for the school year 1951-1952. Among them, four merit special attention.

Poetry Anthologies, sponsored by the National High School Poetry Association. The closing date for the submission of manuscripts by all junior and senior high schools in the United States, Alaska and Hawaii, and private and denominational high schools grades 7-12, is December 5, 1951.

College Poetry Anthology, sponsored by the National Poetry Association. Closing date for the coming 1951 fall semester is November 5, 1951.

Teachers Poetry Anthology, sponsored by the National Poetry Association. Closing date for submission of manuscripts for teachers and librarians is January 1, 1952.

Essay Anthology, sponsored by the National Essay Association. The closing date for the *Annual Essay Anthology* for high school students is November 5, 1951.

Among the Illinois schools announced by the National High School Poetry Association and the National Poetry Association as outstandingly represented in the *Annual Anthology of High School Poetry* and the *Annual Anthology of High School Essays* were the following Chicago Public Schools: Kelly, Schurz, and Senn High Schools.

COMMISSION ON HIGHER EDUCATION—President Truman's Commission on Higher Education reports that almost one-half of the nation's youth have the mental capacity to profit by two years of study above the high-school level. Almost one-third of the nation's youth have the capacity to complete a college education. Many are barred from such study because of economic, racial, or religious restrictions.

PERIODICALS

EDITED BY GEORGE W. CONNELLY

CHICAGO TEACHERS COLLEGE

"The Function of the School Board." By J. M. Clifford. *The American School Board Journal*, September, 1951.

Here is a brief and carefully illustrated article which should prove invaluable in explaining some of the misconceptions as to the functions of the school board and of its chief executive, the school superintendent. For example, Mr. Clifford calls attention to the legislative and appraisal functions which the school board retains, and the executive functions which it delegates to the superintendent. True, these functions at times overlap, but—nevertheless—their essential differences must be borne in mind continuously if friction between the superintendent and his board is to be held to a minimum over the division of authority.

Another important contribution of the article is an implicit defense of the unit plan of organization, wherein the superintendent is the single executive officer in charge of all administrative departments, versus the dual or multiple plan of organization wherein the school superintendent is responsible to the board of education for the stewardship of the Educational Department, with one or more executives responsible to the board for the direction of the Census and Statistics Department, Business Department, Supply Department, and the like.

"Substitutes for the Comic Book I." By Constance Carr. *Elementary English*, April, 1951.

In this, the first in a series of articles related to the vexing problem of protecting the child from the onslaught of creeping mediocrity of reading tastes, Miss Carr has made a substantial contribution to teachers and parents who believe that improvement in literary taste is better achieved by reaching up than it is by bending down. Her approach to the problem consists in parrying the thrusts of Bugs Bunny *et al* by acquainting the child with readable and interesting books of intrinsic merit which exploit, though with a good measure of sanity, the "same qualities of adventure, excitement, and humor that he is meeting in comic books." Miss Carr lends substance to criticism through the listing and careful gradation of a wide variety of books which may actually be substituted for the "comics."

"An Arithmetic Bulletin for Parents." By Elizabeth J. Roudebush. *The Mathematics Teacher*, May, 1951.

This bulletin was prepared as a means of informing parents of the ways by which their children learn arithmetic. In a real sense it represents—in clear language devoid of "pedagogical lingo"—the answers to the questions that parents ask most frequently about the teaching and learning of arithmetic.

The following questions are answered in the bulletin:

1. When does your child begin to learn arithmetic?
2. When does your child get specific drill in arithmetic?
3. How is your child taught subtraction?
4. Do we teach the multiplication tables?
5. Which comes first—long or short division?
6. When are fractions taught?
7. Why is your child often asked to estimate an answer before working a problem?
8. Of what value are story problems?
9. Should your child "prove" problems?
10. Who checks the arithmetic papers?
11. Do we require homework?
12. What is "good work" in arithmetic?
13. How can parents help?

Bulletins of this sort are of the utmost importance in fostering wholesome home-school relationships based on mutuality and understanding.

"Speech Education on the Secondary Level." By Howard W. Townsend. *The High School Journal*, May, 1951.

Mr. Townsend laments the fact that for years schools have been turning out graduates about whose writing skills they have been much concerned but about whose speaking skills they seem totally disinterested. He surmises that their premise probably stems from the conception that "because everybody talks, everybody can talk; forgetting that repeated performance makes permanent rather than perfect." He decries the current misconception that speech education is a "means for training the handicapped or the talented but not necessary for the average or normal."

Speech education should begin early, preferably at the elementary level. Furthermore, it should be systematic, thoroughly understood as to techniques and objectives, and implemented accordingly. "Although speech courses *per se* are recommended, speech should be integrated with all other activities and areas of learning."

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Alice C. Baum, Martin Brauns, Mary E. Courtenay, Louise Gaines Daugherty, Ruth M. Dyrud, John W. Emerson, Frances H. Ferrell, Beals E. French, Mabel G. Hemington, Coleman Hewitt, Emily H. Hilsabeck, Louise M. Jacobs, David Kopel, Joseph Kripner, Viola Lynch, Charles R. Monroe, Jane Parmalee, Dorothy V. Phipps, Charlemae Rollins, Eloise Rue, James Sanders, Shirley Stack, George J. Steiner, Oscar Walchirk, Rosemary Welsch, James W. Wilbur, Dorothy E. Willy, and Elizabeth J. Wilson

FOR TEACHERS AND SUPERVISORS

Supervision for Better Schools. By Kimball Wiles. New York: Prentice-Hall, Inc., 1950. Pp. 330. \$3.75.

This work outlines the role of the official leader in program development. True democratic supervision is analyzed as a collection of skills which help the leader to improve instruction and life itself for his teachers and pupils. Listing leadership, human relations, group process, personnel administration, and evaluation as functions of the supervisor, Wiles gives concrete illustrations and sound suggestions for the serious-minded leader to consider. A must for those who keep abreast of current literature; required reading for the benevolent despots. L. G. D.

A Basic Book Collection for Elementary Grades, Fifth Edition. Compiled by a Joint Committee of the American Library Association, National Education Association, Association for Childhood Education, National Council of Teachers of English; Miriam Braley Snow, Chairman. Chicago: American Library Association, 1951. Pp. 123. \$2.00.

A very satisfactory annotated list of over 1,000 books, a careful perusal of which convinces of its complete revision. The arrangement is a classified one according to Dewey Decimal system, with separate lists of fiction, picture books, and easy books and magazines, as well as a directory of publishers and a dictionary index to authors, subjects, and titles. Each entry includes, in addition to bibliographical information and annotation, a very adequate indication of grade span, availability of Wilson cards, class numbers, and subject headings as cataloging aids. While any librarian will miss a few personal favorites and may regret inclusions of others, especially a few science titles whose accuracy is questionable, he will welcome notations of the Hale editions and wish notes of other library bindings might have been included. The mention of additional recommended titles, not wholesale mention of additional titles, is commendable. E. R.

Our Children and Our Schools. By Lucy Sprague Mitchell. New York: Simon and Schuster, Inc., 1950. Pp. 510. \$3.00.

Mrs. Mitchell's aim in this book is to show how large city school systems can revise their curriculums from within, using the teachers themselves as the active agents instigating changes. She and her colleagues at Bank Street Schools have done a great service to teachers and administrators in presenting detailed descriptions of how they have helped some New York City public schools reorganize their curriculums on an "experience" basis. Workshops in Curriculum and Child

Development are the means used and the first curriculum area considered is social studies, as "these give the best opportunities to think in terms of children" rather than academic subjects. In this book every sentence presents a worthy idea, simply stated; the records, dialogues, and other word illustrations are most illuminating. D. E. W.

Guiding the Young Child. Edited by Helen Heffernan. Boston: D. C. Heath and Company, 1951. Pp. 384. \$4.00.

In this book many direct quotations of children and excellent photographs of kindergarten activities illustrate procedures and policies which evoke favorable responses in young children. All phases of the curriculum are considered and the content is based on the findings of research in child growth and development. Excellent bibliographies are at the end of each chapter and appendix contains a guide to studying young children, criteria for evaluating a school for them; and lists equipment, materials, and children's books. The book is a useful contribution to the field of early childhood education. D. E. W.

Neighbors in Action. By Rachel Davis DuBois. New York: Harper and Brothers, 1950. Pp. 294. \$3.00.

Current city planning stresses the school as the focal point of a community's activities. This book, a report by the director of the Workshop for Cultural Democracy, describes a project in intergroup relations carried on in one of New York City's most culturally mixed neighborhoods, in which the school was the hub of activity. The project was based on three related experiments in developing intergroup understanding: the Neighborhood Home Festival, the Paranda or group conversations, and the Seminar in Home Customs. An excellent direction for similar projects elsewhere, and an inspiration for all in the democratic processes and their potential. G. J. S.

Principles and Procedures in Student Counseling. Francis P. Robinson. New York: Harper and Brothers, 1950. Pp. 321. \$3.00.

A text for high school and college counselors with emphasis upon the development of greater skill in counseling with normal individuals rather than those seriously maladjusted. Much of the material concerning the principles and procedures of effective counseling has been derived from the findings of a research program in student counseling procedures carried on at Ohio State University under the author's direction. A study analysis was made of actual recorded interviews with students. There is an excellent bibliography for counselors and personnel workers. O. W.

The Gifted Child. Edited by Paul Witty, for the American Association for Gifted Children. Boston: D. C. Heath and Company, 1951. Pp. 338. \$4.00.

Practically all that is known and useful about the development and education of gifted children is reported in this book. Parents and teachers will find it invaluable. D. K.

The Psychology and Teaching of Reading. By Edward W. Dolch. Champaign, Illinois: The Garrard Press, 1951. Pp. 513. \$3.00.

This is the latest, most comprehensive, of the several books on reading published by the author. In it he tries to put together what development in reading is with what the school can do about it." Addressed evidently to the inexperienced teacher, the book contains clear explanations of many school practices useful in helping children to develop effective reading skills. The author uses simple language; nevertheless his work is marred by poor writing: many instances occur of misleading over-simplification and of other types of semantic carelessness. D. K.

Theory of Mental Tests. By Harold Gulliksen. New York: John Wiley and Sons, Inc., 1950. Pp. 486. \$6.00.

This book was not designed for the elementary school teacher or other average user of standardized achievement and aptitude tests. For the specialist in test construction, or the advanced student, it provides a wealth of useful but necessarily technical material in fundamental mathematical theory and statistical applications to the construction of tests. D. K.

Language Arts in the Elementary School. By Ruth G. Strickland. Boston: D. C. Heath and Company, 1951. Pp. 370. \$3.75.

The wide area of language, both oral and written, and its important function in the growth and development of the child from birth through the elementary school, are treated in this book. The content is based on the latest research, is concise, very readable, and most inclusive. While the treatment of each topic is brief, indexed references throughout the text guide the reader to further intensive study. This is an excellent book which will appeal greatly to college students and teachers. D. E. W.

The Child and His Curriculum. By J. Murray Lee and Dorris May Lee. Second Edition. New York: Appleton-Century-Crofts, Inc., 1950. Pp. 710.

The first edition of this book, published ten years ago, was a unique contribution to educational literature in that it successfully integrated the total development of the child, the goals society has for that child, and the curricular experiences that help the child to achieve these goals. This second edition has improved and added to the material and organization of the first edition. It has included a splendid chapter on treatment of emotional health. There are extensive, carefully selected, up-to-date bibliographies. Both teachers and students will find this an exceptionally valuable volume. D. E. W.

Methods and Materials for Teaching General and Physical Science. By John S. Richardson and G. P. Cahoon. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 483. \$4.50.

Many books on the teaching of science are written by authors whose names do not appear in *American Men of Science* as in the present instance where the authors seem to be in the general field of education. About two-fifths of the book is theory and source information. The remainder is demonstration and experimental material for classroom use and is adaptable both for high school and for elementary physical science. There is no biology. J. M. S.

The Education of Man—Aphorisms. By Heinrich Pestalozzi. New York: Philosophical Library, Inc., 1951. Pp. 93. \$2.75.

This is a collection of pithy sayings taken from Pestalozzi's writings. The introduction is by William H. Kilpatrick. L. M. J.

Techniques for the First Grade Teacher. An In-Service Study Prepared by a Committee of Primary Teachers, Elementary District One, Chicago Public Schools. Chicago: Chicago Public Schools, 1950. Pp. 69.

Primary teachers in service share their ideas, techniques, and skills in this excellent handbook for inexperienced teachers. Divided into four sections, the handbook discusses the six-year-old, the primary day, independent reading activities, and group activities. It contains many suggestions which can be put to immediate use in the classroom. This handbook, representing the thinking of experienced teachers, is a contribution that is truly significant. S. S.

The Story of Canada. By George W. Brown, Eleanor Harman, and Marsh Jeannert. Boston: D. C. Heath and Company, 1949. Pp. 434.

Here is a delightful story-book type of history written for children in grades five to eight by a history professor of the University of Toronto and two staff members of the University of Toronto Press. The story of Canada from the Norse migrations to the present is told in thirty-seven units arranged chronologically. Each unit presents a complete story, narrated in a dramatic, conversational style, and illustrated by some 300 drawings and maps. American children will appreciate the many references to the United States. Young readers will enjoy the tales of pioneers, explorers, and Indians. Historians will note the accuracy of the book. Teachers will find it a model by which all grade school history books could well be written. C. R. M.

Craftsman in the Graphic Arts. By Florence E. Clark. Scranton: International Textbook Company, 1950. Pp. 177.

This book should be of particular interest to vocational school officials, guidance counsellors, and to students who might be interested in entering the printing trades. The book presents an excellent overall picture of the processes, problems, and possibilities of the graphic arts. Since Chicago is one of the largest printing and publishing centers in the world this book should be of some general interest to those who would like to know more about the printed page. C. H.

Meaningful Art Education. By Mildred M. Landis. Peoria: Charles A. Bennett Company, Inc., 1951. Pp. 185. \$4.00.

With broad focus the author surveys three methods of art education: directing, free-expression, and eclectic. A fourth approach is presented and is followed by a documented consideration of esthetic values, their benefits to society and to the individual. Suggested procedures are concerned with purpose and with the unity of means and end. It's a provocative text which combines with illustrations of children's art work to give another valuable contribution to this area of education. R. M. D.

You Can Paint With a Pencil. By Howard Freer. New York: Studio-Crowell Publications, 1951. Pp. 96. \$2.50.

The possibilities of the flat 6B sketching pencil of the "carpenter type" are exploited for the beginner or hobbyist. Accompanying his text with copious illustrations, Mr. Freer shows how to apply his broad-stroke pencil method to landscape, figures, animals, and still life. J. W. E.

Now We'll Try Oils. By L. N. Staniland. New York: Studio-Crowell Publications, 1950. Pp. 76. \$3.50.

Another book for the beginner in oil painting. This English import leads the student through five simple steps in the application of paint, each illustrated with a full-color, actual-size, reproduction of the author's sketch. The book includes ten suggested experiments designed to direct the student toward developing his own painting methods. Materials, drawing, and composition are treated only briefly. The plans given for a home-made paint box, easel, and painting stool might be helpful.

J. W. E.

Picture and Pattern Making by Children. By R. R. Tomlinson. New York: The Studio-Crowell Publications, 1950. Pp. 144. \$6.00.

With augmented focus, an eminent authority has surveyed the art educational methods of the past and interpreted practices of today; suggestions follow, pointing toward desired progress. Illustrations were gleaned, judiciously, so that two hundred youngsters, from Austria to Australia, explain the state of art impression and expression today. Children will welcome seeing these products of their contemporaries. Parents and teachers find that the author has fulfilled his purpose here, with distinction, as in the first edition of the book.

R. M. D.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Thought and Experience in Prose. Edited by Craig R. Thompson and John Hicks. New York: Oxford University Press, 1951. Pp. 661. \$3.75.

This anthology of biography, dramatic dialogue, historical narrative, fiction, personal letters, and arguments covering a wide range of interest and appeal is intended for a college freshman reading course. Specifically, the materials are selected so that the reader can comprehend the fundamental relationships between logic and language and the complexities, levels, and methods of expression in language; and experience the excitement of intellectual discovery through language. An excellent and timely text published when reading and comprehension are current educational problems.

G. J. S.

Reading in Western Civilization. Edited by George H. Knoles and Rixford K. Snyder. Philadelphia: J. B. Lippincott Company, 1951. Pp. 896. \$6.00.

A carefully selected series of source materials designed as readings to accompany college courses in the History of Western Civilization. Ranging from collections of the Ancient Near East to those of Contemporary Civilization, the documents illuminate some of the more significant aspects of the development of Western Civilization and furnish materials for class discussion on the issues raised about various historical periods. Introductory notes to periods and to authors are especially useful. An excellent selection of readings for the general reader and the college student.

G. J. S.

Functional Anatomy of the Limbs and Back. By W. Henry Hollinshead. Philadelphia: W. B. Saunders, 1951. Pp. 241. \$6.00.

This excellent book by a well known name in anatomy is planned in five divisions comparable to units. It has unusual clarity and simplicity of language. A feature is the illustrations of a single muscle and where possible its antagonist showing direction of motion. Topographical relations are treated adequately. The newest ideas on the arches of the foot are included. Anyone teaching muscle actions to beginners will find this book indispensable.

J. S.

Methods of Vocational Guidance. By Gertrude Forrester. Boston: D. C. Heath and Company, 1951. Pp. 463. \$4.25.

This book imparts vocational information, suggests techniques for finding further information, and gives suggestions for developing an appreciation for the work of others. It is theory in practice. Programs for both large and small schools are illustrated with numerous record forms; reference material description includes purpose, time, and cost. Evaluation techniques are especially valuable. Highly recommended for every school library both for general reading for teachers and administrators and as excellent source material.

M. B.

Modern Chemistry. By Charles E. Dull, William C. Brooks, and H. Clark Metcalfe. New York: Henry Holt and Company, 1950. Pp. 564. \$2.70.

The inductive method of presentation is used. Diagrams and illustrations are especially good and well placed. The arrangement is such that the more difficult parts were interspersed between those more easily understood. More difficult sections are starred and may be omitted without destroying the continuity of the text. Such passages may be assigned to the more capable students, to those going to college, or for extra credit.

J. P.

Modern Physics. By Charles E. Dull et al. New York: Henry Holt and Company, 1951. Pp. 609. \$3.45.

This secondary physics text is a revision of earlier editions by Charles E. Dull. Alteration of the original is not great, but many errors have been corrected or deleted—a definite improvement. Copious additions have been made in the back touching on aviation, electronics, nucleonics, and related recent developments keeping it in line with the trend in books put out by other authors. There is an adequate accomplishment of diagrams, photographs, and exercises. The language is characterized by a simplicity much to be desired for present-day pupils with a sketchy background.

J. W. W.

Chemistry of Organic Compounds. By Carl H. Noller. New York: W. B. Saunders Company, 1951. Pp. 885.

A very complete and comprehensive text. The author's treatment of the monofunctional aliphatic compounds first, followed by both the monofunctional and polyfunctional aromatic compounds, and then returning to the treatment of the polyfunctional aliphatic compounds, gives the text a well-balanced and purposeful meaning. It contains more material than can be covered in a one year course. However, certain sections can easily be omitted. The questions at the end of each chapter are stimulating and practical. They give the student an excellent review of the material in the chapters.

B. E. F.

Man's Story. By T. Walter Wallbank. Chicago: Scott, Foresman and Company, 1951. Pp. 768. \$3.76.

The Universal Declaration of Human Rights is fitting climax to *Man's Story*, which weaves together the history of all men, thus emphasizing the intercultural pattern of modern life. The multiplicity of beautiful pictures and lively cartoons, together with the frequent interspersing of well-chosen source material, gives each culture color, warmth, and vitality. Many characters aid the student in comprehending the integration and continuity of history, while the well selected bibliography with its pungent annotation motivates additional reading.

F. H. F.

American Government Today. By Ernest B. Fincher et al. New York: McGraw-Hill Book Company, 1951. Pp. 583. \$3.20.

The six main divisions of this textbook for senior civics—Cornerstones of Democracy, Government: Servant of the People, Machinery of Government, Safeguarding Land and People, Business Interests, Keeper of the Peace—are well balanced and in keeping with recent trends in curriculum development. Abundant charts, maps, and cartoons add clarity and zest, while the generous list of human interest stories at the end of each chapter adds warmth and provides for individual differences. F. H. F.

Your Rugged Constitution. By Bruce and Esther Findley. Illustrated by Richard Dawson. Stanford: Stanford University Press, 1950. Pp. 281. \$2.20.

Bruce Findley, Assistant Superintendent of the Los Angeles Public Schools, and his wife pioneer the first volume of a series on *American Ideals* which is being prepared by the School of Education of Stanford University for use in secondary schools. Both adolescent and adult lay readers will appreciate the simple, non-technical, direct analysis of the Constitution of the United States, with splendid cartoon-like illustrations, which this book offers. The Constitution is dissected, paragraph by paragraph, with a running commentary and a few everyday examples. Unique is the fact that a citizen's privileges and responsibilities are stressed equally. Almost no criticisms are made of the Constitution. Recommended for upper-grade and high school history and supplementary reading in civics. C. R. M.

Handbook of English, Book II. By John E. Warner. New York: Harcourt, Brace and Company, 1951. Pp. 593. \$1.96.

A text for eleventh and twelfth grades, this handbook presents comprehensive but concise information compactly organized in seven sections: grammar reviews; writing correct, clear, smooth sentences; using the library (resources and methods for research); writing compositions (from paragraphs to foot-noted research papers); and mechanics. The table of contents on the end sheets and the detailed index make this a convenient and complete reference for anyone wanting to know "standard" usage. A. C. B.

The Greenwood Tree. By Edward and Stephani Godwin. New York: E. P. Dutton and Company, Inc., 1950. Pp. 178. \$2.50.

This biography reaches across the centuries and gives a close-up of Shakespeare, revealing him as a very real character and very human. It is a beautifully written story of his determined struggles against circumstances and hardships, and his untiring hard work which brought him great recognition. Much history of the Elizabethan period with its famous personages and customs is woven into the account. Unusually interesting and informative for high school students; in fact, for anyone. L. M. J.

Science for Better Living. By Paul F. Brandwein, et al. New York: Harcourt, Brace and Company, 1950. Pp. 643. \$3.28.

Intended for a complete full year course in general science at the eighth or ninth grade level, this book presents a very interesting and unusual pattern of organization. Unit one, "Man, the Basic Resource," establishes a sound scientific foundation upon which the child can build an intelligent point of view regarding many of the modern social problems with which he will come in contact. The child should find much help concerning his emotional behavior and learning problems in the second chapter of this unit. The third chapter shows how

scientists have solved their problems and sets a pattern of procedure for problem solving by the pupil. Seven additional units, including those dealing with the newer developments in science, plus a glossary complete the book. The authors use an approach directly aimed at the individual child. The style of writing is simple, friendly, personal. The context is well illustrated with photographs and drawings. Directions for many experiments are simply outlined. A section at the end of most chapters, entitled "Going Further," includes such things as suggestions for activities, additional references, readings, books to get, thought questions called Put on Your Thinking Cap, and self testing questions. The book is refreshing in point of view and method of attack. It is well worth perusal even though the reader might not be looking for a textbook for use in this field. D. V. P.

Chariot in the Sky. Land of the Free Series. By Arna Bontemps. Illustrated by Cyrus L. Baldridge. Philadelphia: John C. Winston Company, 1951. Pp. 234. \$2.50.

Eager for an education after he was freed from slavery, sixteen-year-old Caleb Willows left Charleston and went to Nashville to attend Fisk University, the newly opened school for freedom. In order to pay his tuition, Caleb tried teaching in the rural areas but he met defeat by the Ku Klux Klan, the nightriders, and other hostile forces opposed to education for the Negroes. He joined the little group of students who first went out to sing the Spirituals in order to raise money to save Fisk University, which is now one of the leading colleges. This is a beautiful and moving story of the courageous young people who showed the world the beauty of the Spirituals, now considered the only native American music. The author is librarian at Fisk University; the illustrator's murals decorate the library there. Recommended for grades eight to ten. C. R.

Watergate. Land of the Free Series. By Herbert Best. Illustrated by Erick Berry. Philadelphia: John C. Winston Company, 1951. Pp. 240. \$2.50.

Sean Kildare was an orphan whose father had lost his life while helping to build the Erie Canal. Sean loved the canal and exchanged his hum-drum home with his widowed guardian for a job as a drive-boy on one of the canal boats. The warm friendship with the happy-go-lucky Hogan family, especially the lovable Judy, helped him to endure the many hardships of river-boating. The story moves slowly but is full of the rich flavor of the Irish speech and the details of river-boat customs. Excellent writing that gives a good picture of Early America and the contributions of the Irish. Recommended for grades seven to nine. C. R.

The Silver Wolf. By Merritt Parmelee Allen. Illustrated by Allan Thomas. New York: Longmans, Green and Company, 1951. Pp. 216. \$2.50.

Practically two-thirds of this story deals with the trek of a wagon freight-train from Missouri to Santa Fe, in early Midwestern days. Excellent object-lessons are presented through the courage and intelligence of Captain Bent, leader of the train; the philosophic acceptance of events by High Henry, the cook; young Kit Carson's recognition of the need to learn all possible phases of frontier life if he is to move further westward; young Judd Hunter's courageous facing of danger, even though he shrinks from it inwardly. In fact, this portion is so absorbing one regrets the author's transition to Judd's and Kit's hunt for the silver mine, in the latter third of the book, and wishes he had saved that for another story. For ages twelve to sixteen. E. M. H.

The Man Who Sold the Moon. By Robert A. Heinlein. Chicago: Shasta Publishers, 1950. Pp. 288. \$3.00.

Heinlein's Future History Series, 1951—2600 A. D., a prophetic account of mankind through the next century and a half, is introduced by this volume of six separate but interconnected short stories. The detailed chart for this series was published ten years ago and since then each of these short stories has appeared in magazine form. The reader of high school age may not find this volume as appealing as some of Heinlein's other science fiction stories. E. J. W.

Fast Man on a Pivot. By Duane Decker. New York: William Morrow and Company, 1951. Pp. 221. \$2.50.

Because the owner of the Blue Sox Baseball Team believed that a flashy star at every position was the formula for winning pennants, colorful young Devlin was given the second base position in preference to the reliable but not spectacular Walker. The members of the team, especially the pitchers, liked Walker because his ability to handle the double play won games, but the fans wanted Devlin and "booed" whenever Walker appeared in the line-up. By hustling and dependable ball handling, Walker finally convinced the owner and the fans that he rightfully belonged on second base. A good baseball story. E. J. W.

Peddler's Girl. By Elizabeth Howard. New York: William Morrow and Company, 1951. Pp. 240. \$2.50.

After the death of their mother, Lucy and Elijah decided to accompany Uncle Adam in his painted peddler's wagon. Their Detroit relatives and friends, especially Mr. Hartley, highly disapproved of such irregular behavior. Lucy and Elijah spent many happy hours with Uncle Adam's friendly customers and helped celebrate a born-raising where Lucy fell in love with handsome young Jotham Muir, an itinerant artist. The disclosure of Mr. Hartley's dishonesty enabled them to plan their marriage. This pleasing love story takes place in Michigan in the 1840's. E. J. W.

Marie Antoinette. By Marguerite Vance. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1950. Pp. 159. \$2.50.

This historical romance presents an appealing picture of the little Hapsburg princess who became the young Queen of France. Beginning with lightness and gayety, the story discloses the antics of the youthful queen which finally lead to her tragic death and the overthrow

of the French monarchy. The characters of the King, the Dauphin, and other court figures are realistically portrayed; the manners and customs of the day, well depicted. Vividly written, interest is sustained throughout. For ages twelve to sixteen, especially girls. L. M. J.

Saturday's Child. By Charlie May Simon. New York: E. P. Dutton and Company, 1950. Pp. 189. \$2.50.

Margaret Dare wished to be a wealthy lady so she spent her time making attractive dresses and cultivating good manners. Even though she was interested in courageous and ambitious Tim Malone, her scheming to marry the wealthy and socially prominent Tom Randall continued. The suffering during the yellow fever epidemic makes Margaret realize the falseness of her values. Letty, Margaret's younger sister, who dreamed of becoming a nurse, found her happiness in assisting Doctor Duncan in caring for the fever sufferers. A good picture of Memphis in 1878 and of family relations plus enough romance to interest any modern teenager. E. J. W.

Calling for Isabel. By Virginia-Murrill Jeffries. New York: Longmans, Green and Company, 1951. Pp. 177. \$2.25.

Isabel's inclination to be serious and "bookish" conflicted with her desire to be the popular daughter of a pretty, frivolous mother. The decision to become a librarian and to continue dating Mark, even though Jim was the first to give her an orchid, resolves the conflict and brings a happy ending to her problems. The over-dramatization of situations and their solutions, and the author's tendency to preach to young people reduces the story's usefulness in helping teenagers solve their adjustment problems. E. J. W.

Dancing Heart. By Lucile Rosenheim. New York: Julian Messner, Inc., 1951. Pp. 183. \$2.50.

When Anne moved to Aunt Laura's, she was planning only for the day when she would be a great ballerina. Loneliness and determination caused Anne to devote too much time practicing her dancing. Aunt Laura disapproved of this and encouraged Anne to make friends and to take part in school activities by bringing happiness to others through her ability to dance. By heeding Aunt Laura's advice Anne found happiness, made new friends, and developed a more mature attitude toward life. Lucile Rosenheim's dancing experiences not only enhance the vivid detail of the dancing scenes but make possible the realistic portrayal of a young dancer. E. J. W.

FOR YOUNGER CHILDREN

Snow Cloud. By Gerald Raftery. Jacket by J. Clinton Shepherd. New York: William Morrow and Company, 1951. Pp. 189. \$2.00.

In *Gray Lance* the author tells how patience and understanding won the confidence of a wolf. In *Snow Cloud* he relates how these qualities won the devotion of a stallion. With the exception of one or two incidents the story is plausible in all its aspects. It opens with the account of a myth relating to Ethan Allen's return to earth on a white stallion; but the major portion deals with adventures which Ken had with Snow Cloud, after winning his confidence. For ages ten to fourteen. E. M. H.

Strange Sea Life. By Gladys Vondy Robertson and Vera Graham. New York: Henry Holt and Company, 1950. Pp. 115. \$2.50.

This book reviews the animal life of the sea. Interesting facts concerning the structure and habits of both invertebrate and vertebrate groups are brought out. The many black and white illustrations emphasize the points

made in the text. While the language is simple, it is difficult at times for the reader to follow the transition from paragraphs describing one animal to those beginning the description of another. Had the name of each animal been italicized when first mentioned, the adjustment by the reader might have been easier. The book is primarily for children from eight to twelve years of age. D. P.

Pirates, Pirates, Pirates. Selected by Phyllis R. Fenner. Illustrated by Manning De V. Lee. New York: Franklin Watts, Inc., 1951. Pp. 287. \$2.75.

Here are buccaneer stories to delight the heart of any boy. With pirates such as Captain Kidd, Jean Lafitte, Blackbeard, Stede Bonnet, and old Blacksails, the authors Howard Pyle, Armstrong Sperry, Charles Finger, Stephen Meader, Anne Malcomson, and others bring the young reader high adventure and breath-taking thrills. Excellent choice of stories for sixth grade upward. L. M. J.

The Nature Dictionary, A Picture Guide to Living Things. By John Hayes Melody. Cleveland: World Publishing Company, 1950. Pp. 120. \$2.75.

This is a very attractive book both in word description and in colored pictures of the plant and animal world. It is to be regretted that the coloring of the pictures, especially those of animals, are occasionally inaccurate. An example of this may be found on page 107 where the description gives the white ibis of Florida as being "white, with iridescent green markings and a red face," and the scarlet ibis, "pure vermillion with black accents." The bird shown in the illustration is white with blue face, head, upper neck, and tail feathers. One wonders also about such statements as occur on page twenty in the definition for the word "bug." The first sentence states "A crawling insect is a bug." On page twenty-nine "Chrysanthemum seeds are in a variety of various colors, often with several tints in the same flower." It is to be hoped that the inaccuracies will be corrected in the next edition as the book has a real contribution to make in helping children gain concepts of the plant and animal kingdom. A one-page glossary completes the book. D. P.

First Electrical Book for Boys. By Alfred Morgan. New York: Charles Scribner's Sons, 1951. Pp. 263. \$3.00. This book is an outstanding member of an excellent series by the same author and publisher. It deals with the general nature of electricity and the underlying principles of all commonly used present day electrical gadgets or appliances as well as electrochemistry. The book covers the field from amber to television, simply, accurately, comprehensively, and in an interesting manner for any beginner in the field. Other authors and publishers could well emulate the high standards set by this volume. J. M. S.

First Chemistry Book for Boys and Girls. By Alfred Morgan. Illustrated by Bradford Babbitt and Terry Smith. New York: Charles Scribner's Sons, 1950. Pp. 72. \$2.75.

This volume adds another science book for young people to a successful list by the same author. Morgan has a way of writing that appeals to boys and girls. The present book opens the way for safe exploration in the field of chemistry. Even though the materials used are chiefly household items, such as fruit juices, tea, gelatin, baking soda, and chlorax, the author has been able to give simple experiments which, in addition to a brief discussion, bring out many of the concepts of chemistry and their practical applications. Morgan is well aware of the dangers which may befall the young explorer in this field. To help the child to take precautions, he has a section on "Don't's and Do's for Experimenters." He also gives added warnings in the context where an experiment might be slightly dangerous. Many simple drawings add interest and clarity to the text. The book should prove to be very stimulating to budding young scientists. D. V. P.

A Castle and Sixpence. By Margaret J. Baker. Decorations by Decie Merwin. New York: Longmans, Green and Company, 1951. Pp. 181. \$2.50.

That the Martingle children were capable was demonstrated when, due to their mother's illness, they supervised moving to their new home, Ragged Knights, the castle which they had inherited from a relative. They managed, also, to make a home for Fancy, an elderly cart horse; save Christopher from going to the Children's Home; and solve the mystery of the castle's rats. With the exception of one or two episodes, situations are plausible; the style is fresh and spontaneous; the story is entertaining. For ages nine to twelve. E. M. H.

The New Sitter. By Ruth and Ray Abel. New York: Oxford University Press, 1950. \$2.00.

Would that all sitters were as efficient and understanding as Mrs. Mosey who blows bubbles with the children, plays ring-around-the-rosy, reads stories to them, and finally puts them to bed happy. Children who have had to stay with sitters will appreciate this story; children who do not like to stay with sitters may feel more secure after hearing it. M. G. H.

Whopper Whale. By Anne Vaughan. Chicago: Childrens Press, Inc., 1951. \$1.00.

This is a humorous, fanciful tale about a whale who boasts that he is "the smartest thing in the ocean" but discovers quite the contrary when, as a result of showing off, he becomes stuck in the sand on the beach. Simple, colorful illustrations. M. G. H.

Cowboy Sam. By Edna Chandler. Illustrated by Jack Merryweather. Chicago: Beckley-Cardy Company, 1951. Pp. 64. \$1.20.

The action in this cowboy story and in the three-color illustrations will appeal to boys. In a lively way, it tells how three cowboys plan their work co-operatively, and how they meet dangerous situations fearlessly and successfully. There are no outlaws and no Indians but some teachers may object to the cowboy's use of his gun—once to kill a wolf which had attacked the cattle, and once to kill a snake that had bitten his horse. This reader is classified as a primer by the publishers but it contains some words of second- and third-grade difficulty. M. G. H.

The Crumb that Walked. By Charles Norman. Illustrated by Margaret Bloy Graham. New York: Harper and Brothers, 1951. Pp. 52. \$1.75.

The gay, spontaneous conversation between Jane and her father takes the reader galloping through a delightfully imaginative story, which reaches the end all too soon. The adventures shared by father and daughter summering in Connecticut bring out many interesting nature facts. The fascinating black and white drawings are a perfect match for the story. For grades one to four. L. M. J.

Paganini, Master of Strings. By Opal Wheeler. Illustrated by Henry S. Gillette. New York: E. P. Dutton and Company, Inc., 1950. Pp. 150. \$2.75.

This is an absorbing story because Paganini's life reads like a fairy tale and because the author knows how to tell a story with understanding and warmth; when you finish the story you feel you know the "Master of Strings." The greatness of his genius is stressed throughout. The illustrations, full of action and often humorous, supplement the story delightfully. For ages nine to twelve and for anyone who enjoys a good biography. L. M. J.

Pirates, Ships, and Sailors. By Kathryn and Byron Jackson. Illustrated by Gustaf Tenggren. New York: Simon and Schuster, Inc., 1950. Pp. 96. \$2.00.

This Giant Golden Book, profusely illustrated with beautiful colored drawings, contains forty-two stories, poems, and songs about the sea. Delightful for grades one to four. L. M. J.

A First Book About Babies All Around the World. By Isabel McLennan McMeekin. Illustrated by Marguerite Scott. New York: Franklin Watts, Inc., 1950. \$1.50.

This is one of the newest of the "First Book of" series which has been aimed at arousing interest and giving information to the young reader about very familiar subjects. The illustrations are clear and attractive. The general format of the book is excellent. The type is large and easily read. V. L.

Storytime Tales. Illustrated by Corinne Malvern. New York: Simon and Schuster, Inc., 1950. Pp. 208. \$1.00.

A delightful selection of stories, poems, and songs—some old, some new—for primary grade children. Charming illustrations. A valuable addition to the children's library and the teacher's desk. L. M. J.

World Round. By Inez Hogan. New York: E. P. Dutton and Company, 1949. \$1.75.

Children's interest in animals is utilized in a captivating story to develop their understanding of the smallness of the world and the interdependence of all its creatures. The plot centers around a whale who undertakes to swim around the world to prove his point in an argument with a sea-lion that the world is small. His bumping into various continents and relation to the animals thereon is told in lilting story form. The beautiful illustrations in black and white are by the author. The print is bold type. Third and fourth graders will thoroughly enjoy it. D. E. W.

A Boy and His Dog. By Stanley Pashko. Illustrated by Leon Leiderman. New York: Greenberg, Publisher, 1950. Pp. 164. \$2.50.

A complete handbook addressed to the boy explaining how to care for and train a dog to make him a healthy and happy pet. L. M. J.

The Backward Day. By Ruth Krauss. Illustrated by Marc Sumont. New York: Harper and Brothers, 1950. \$1.50.

A group of six-year-olds laughed uproariously when they heard this story of the little boy who started the day backward by putting on his coat first when he got out of bed in the morning. He continued doing things in this fashion much to the surprise of his father and mother, but to the delight of young listeners. M. G. H.

The Size of It. By Ethel S. Berkley. Illustrated by Kathleen Elgin. New York: William R. Scott, 1950. \$1.00.

In a very provocative way, this book calls to the attention of little children the fact that terms such as "tall," "short," "little," "long," are all relative. The author asks, "What is the narrowest thing in this room?" "Can you make a little noise?" "Can something be so long that it never ends?" After trying to find the answers to these questions, a group of six-year-olds went on with their discussion to considering the universe, space, and gravity. Simple illustrations help to make this book exceedingly stimulating. M. G. H.

The Austrian Colt. By Florence Weightman Rowland. Illustrated by Edgar Cirlin. Philadelphia: Macrae-Smith Company, 1950. Pp. 41. \$1.50.

A brave lad on a barren little farm in Austria trails a lost horse through dangerous wilds, fighting hunger and fear. His search ends in the discovery of an injured mare which he nurses back to health with tender care. Young readers will share with delight Stefan's triumphant return to his home leading the grateful mare and her frisky colt. To adventure and excitement the story adds a picture of good living in a loving family group. M. E. C.

The Perky Little Engine. By Margaret Friskey. Illustrated by Becky. Chicago: Childrens Press, 1950. \$2.00.

A little switch engine grows lonely in the freight yard after all the other trains have departed, so he takes off across the country just for fun. Bright, colored illustrations. Second- or third-reader level. M. G. H.

A Boat for Peppe. By Leo Politi. New York: Charles Scribner's Sons, 1950. Pp. 32. \$2.00.

Leo Politi introduces his young readers to Peppe, who lives with his mother and father and baby sister in the Italian settlement of the old California town of Monterey. Fishing boats unloading their catch, the good smell of crabs and shrimps cooking in big outdoor cauldrons, the spectacle of a storm over the sea, the promise of the rainbow, and the beautiful festival of the Blessing of the Boats are all found here in song and story and full-page pictures in rich color. M. E. C.

The Water that Jack Drank. By William R. Scott. Illustrated by Charles G. Shaw. New York: William R. Scott, Inc., 1950. \$1.50.

As the title suggests, this is an account of how we get our drinking water. It is done in the style of the nursery rhyme, "This Is the House that Jack Built." Colorful illustrations. M. G. H.

The Mystery Horse. By Louise Riley. Illustrated by John Merle Smith. New York: Julian Messner, Inc., 1950. Pp. 200. \$2.50.

Mystery, a bay filly, is the character around which this loosely woven mystery is written. The characterization of "Gramp" Davis is rather trite; the part played by Terry McCormick, an obstreperous boy known as the "Terror," is unconvincing. However, Bob Davis' love for Mystery and his desire to own her are well presented; the ranch life of the Davis family is convincing; the dialogue flows naturally and smoothly; and there is an atmosphere of sincerity which augurs well for the author's future work. For grades from four to six. E. M. H.

The First Book of Indians. By Benjamin Brewster. Illustrated by Ursula Koering. New York: Franklin Watts, Inc., 1950. Pp. 69. \$1.50.

A fascinating presentation of several North American Indian tribes, emphasizing their life and tribal customs in the days before the white man's arrival, as well as the present status of the Indians in our country. The text is suitable for the middle grades and for less advanced upper-grade readers. The illustrations are profuse and enrich the value of the book. R. W.

Betsy's Little Star. By Carolyn Haywood. New York: William Morrow and Company, 1950. Pp. 157. \$2.00.

A delightful story of a four-year-old girl who is lonesome for the companionship of her friends now attending school. However, Star has many exciting adventures which make the days before her admission to kindergarten quite eventful. A valuable presentation of family life relationships for the middle grades. R. W.

Nancy's World. By Mary Willcockson. Illustrated by Jean Staples. Philadelphia: The John C. Winston Company, 1949. Pp. 152.

This social studies reader emphasizes such character traits as truth, honesty, and co-operation in stories which tell about school activities. First reader level. Black and white illustrations. M. G. H.

Tom's Town. By Mary Willcockson. Illustrated by Jean Staples. Philadelphia: The John C. Winston Company, 1950. Pp. 192. \$1.40.

Responsibilities of children in school and helpers in the community, as well as holiday activities, are related in the stories of this social studies book of second reader level. Black and white illustrations and a few photographs. M. G. H.

EDUCATIONAL ACTIVITIES

October 29-November 2: American Public Health Association, San Francisco, California.

November 9-11: National Association for Music Therapy, LaSalle Hotel, Chicago, Illinois.

November 11-17: American Education Week, Book Week.

November 12-14: School Food Service Association, Statler Hotel, New York, New York.

November 20-24: National Council of Teachers of English, Cincinnati, Ohio.

November 22-24: National Council for the Social Studies, Hotel Statler, Detroit, Michigan.

November 26-December 1: American Vocational Association, Minneapolis, Minnesota.

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